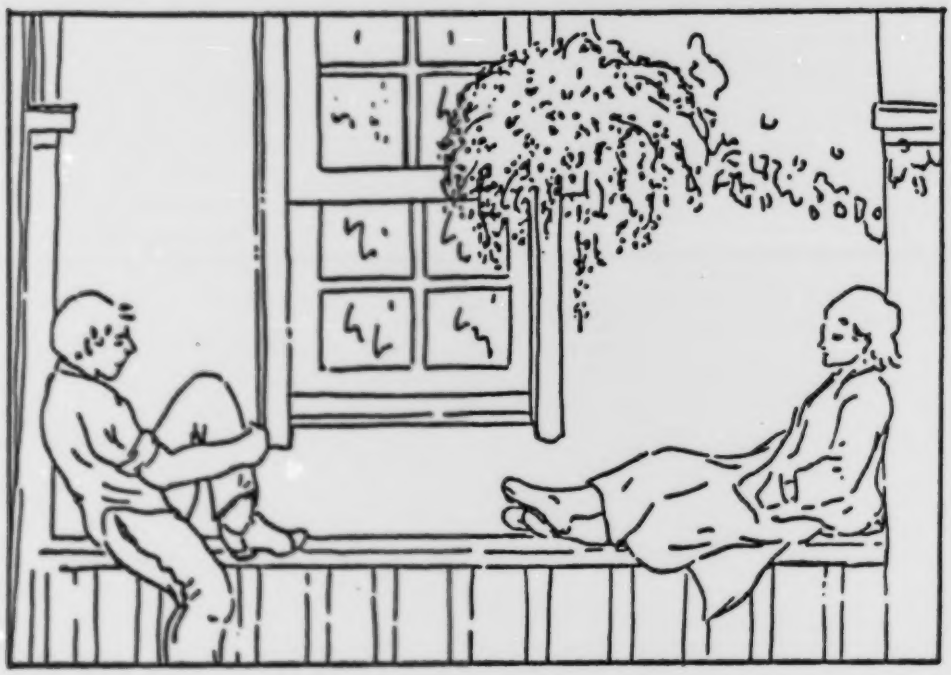
HIGH SCHOOL AND BEYOND:

CHOICES AND ATTITUDES



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HIGH SCHOOL AND BEYOND: CHOICES AND ATTITUDES

A SURVEY OF PRINCE EDWARD ISLAND SENIOR HIGH SCHOOL STUDENTS CONCERNING COURSE SELECTION, CAREER PLANNING, AND THE ROLES OF WOMEN AND MEN IN SOCIETY.

SPONSORED BY

THE P.E.I. ADVISORY COUNCIL ON THE STATUS OF WOMEN

With Participation From

THE P.E.I. DEPARTMENT OF EDUCATION

THE P.E.I. DEPARTMENT OF INDUSTRY

U.P.E.I. DEPARTMENTS OF EDUCATION AND PSYCHOLOGY

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Report No. 1

PREFACE

This report describes statistically the findings of a study conducted in 1985 among Prince Edward Island high school students in Grades Ten, Eleven and Twelve. The study examined the course selections and future education plans of the students and their attitudes towards career choices and participation in the paid labour force. The three researchers who conducted the study were hired by the P.E.I. Advisory Council on the Status of Women through the Canada Employment and Immigration Commission's Canada Works Program.

It is intended that the findings from the study, as presented in the report, will assist educators and administrators in future planning. In addition, it is hoped that the results of the research will be of interest to parents and to the general public.

The interpretations and conclusions contained in this report are those of the researchers and authors and do not necessarily represent the views of the P.E.I. Advisory Council on the Status of Women, who sponsored the research, or of Employment and Immigration Canada, who funded the project.

ACKNOWLEDGEMENTS

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Most importantly we wish to thank the principals, teachers, and students who participated in this project. Without their co-operation this report would not have been possible.

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EXECUTIVE SUMMARY

In the spring and fall of 1985 a study was conducted among 4405 Prince Edward Island high school students in Grades Ten, Eleven and Twelve by the P.E.I. Advisory Council on the Status of Women. The survey, which was funded by Employment and Immigration Canada, was intended to obtain information on the course selections of the students and the factors which influenced their course choices as well as to explore their career aspirations and future plans. An additional goal of the research was to examine the attitudes of high school students towards the roles of men and women in society, particularly their attitudes towards equality of the sexes in the home, in the workplace, and in society as a whole. In the analysis and reporting of the survey data, particular attention was given to the differences between male and female student responses to the various items in the survey questionnaire.

Course Selections - A comparison of male and female course choices indicated that female students are not nearly as under-represented in math and science classes in P.E.I. as has been found in studies conducted elsewhere in Canada. Nevertheless, P.E.I. high school girls are selecting a smaller number of math and science courses than boys and are more likely to drop math by Grade 12. Enrolment in Grade 12 physics classes, an indicator of interest in the sciences, is much lower for females than for males in P.E.I. as well as in other parts of Canada. A finding that differs from the data from other studies is that more girls than boys are enrolled in chemistry classes in P.E.I.

There are few surprises in the reported enrolments in those subject areas traditionally associated with either the male or the female sex. Secretarial, home economics, and family living courses show large majorities of females; while industrial arts, physical and outdoor education courses are dominated by male students. It is probable that cultural factors and peer pressure are influencing these enrolment figures. It may also be that the curriculum in some courses (e.g. physical education) caters more to the interests of one sex. There is some evidence, however, that boys are beginning to venture into home economics classes and girls into industrial arts in greater numbers than in the past.

Influencing Factors - The factors which appear to have the most influence on high school course selection are personal interest in the course and ability in the subject area. While a majority of students were aware of the high school guidance counsellor's role in helping students choose courses and plan careers, only a small proportion made use of guidance services in making their choices. Female students were more likely than males to seek advice from the guidance counsellor.

Future Plans and Expectations - Female students were more likely than males to have plans to continue their education after high school, to be planning a university education, and to expect that they would still be studying five years beyond high school. These findings may be an indication that P.E.I. high school graduates are following the trend towards increasing enrolment of women in Canadian universities.

The great majority of students indicated that they wanted to marry and have children with more girls than boys seeing marriage and children in their futures.

The finding that only 24% of the students indicated they wanted to remain in P.E.I. permanently might be explained by the fact that only a slightly higher percentage expected to be able to find work here in their chosen careers. There appeared to be a "wait and see" approach to future career planning among many of the young people - not surprising in a period of high unemployment among youth. The shortage of jobs may also have influenced the 30% who considered establishing their own business sometime in the future. While a majority expected to leave their home province to find work, there was a high level of optimism among both male and female students about achieving job or career plans. However, long-term projections regarding the number of years they would spend in the labour force were somewhat unrealistic, especially among females, more than half of whom expected to spend less than twenty years at paid work.

Attitudes Toward Roles of Men and Women - Some of the most revealing differences between the attitudes of male and female students showed up in their responses to a number of items which dealt with equality between the sexes. For example: 53% of males and 17% of females believed that some businesses and professions are not suitable for women; 41% of males and 13% of females agreed that men should be given preference in hiring for some jobs; and 73% of males as compared with 92% of females believed that apprenticeships to the trades should be equally accessible to men and women.

Equality in the home and within the family had strong support from both male and female students. Again, more males than females held traditional views. For example, 27% of male students did not believe that housework and childcare should be shared when both spouses work and 28% thought that the wage earner should be the owner of the family property.

There was a lot of agreement with the idea that either sex could take the initiative in such areas as dating, establishing relationships and in intimate activity. But when it comes to "popping the question", tradition dies hard; more than half of the students thought the man should propose marriage and girls were more likely than boys to think so.

Perceptions of Male-Female Differences - Some of the attitudes that were shown towards "proper" roles and correct behavior for men and women in society appear to be derived from corresponding notions of the nature of males and females. Many of the high school students indicated that they placed great importance on "masculinity" and "femininity", with more of the males conforming to traditional concepts of masculine and feminine personality traits. For instance, 31% of male students and 11% of female students supported the idea that men tend to be logical and rational while women are more likely to be emotional and intuitive.

While these stereotypical views of the nature of men and women may not withstand objective scrutiny, they are nevertheless difficult to change. If more young men and women are to be encouraged to break away from traditional societal expectations, there will have to be ongoing public educational efforts designed to change attitudes towards what men and women can become and what they ought to be doing in their lives.

CHAPTER ONE

INTRODUCTION

1.1 Background and Rationale

When the Student Attitude Survey was first conceived in the fall of 1984, the goal of the research was quite easily defined. High school students' course selections, future plans, and attitudes would be examined; especially in light of research done elsewhere in Canada which indicated that concerns should be raised about the number of young women choosing to opt out of courses such as algebra, physics, and chemistry which would lead to the best paying careers. So we were particularly interested to determine if there were sex differences on these variables - Do high school boys and girls in P.E.I. take similar courses? Do they have similar plans for the future? Do they have similar attitudes?

Canadian society has changed; societal attitudes have changed. We are now twenty years into the feminist revolution. We know that many more women go into the labour force and that they stay in it. The Charter of Rights and Freedoms has been proclaimed (most importantly Section 15 on equality). Here in P.E.I., the Liberal government of Premier Joseph Ghiz has committed itself to equal pay for work of equal value within the provincial civil service.

Have these changes been reflected by changes in the attitudes of our high school students? Is there a measurable difference in the way in which our young people are thinking about their futures? Many families on the Island are two-income families, has this reality sunk in?

Boys have traditionally grown up with the expectation that they must find employment when they finish their education. They know that they will need to support themselves and in the past they have taken it for granted that if they marry they will need to support their families too. On the other hand, girls may have grown up with the expectation that even if they did have to work for a time following their schooling, this was only a temporary situation. They would marry and would retire from the paid labour force to become a full-time homemaker supported by the man they had married. While such expectations were quite realistic 50 years ago, these conditions do not prevail today. Between 1975 and 1985, the female labour force in Canada increased by 46%, as compared with a 15% increase for males. The increases during the past decade have been particularly dramatic as regards to married women. By 1985, 64%% of married women with a husband at home and with school-age children were in the paid labour force (Women in Canada: A Statistical Report 1985) Add to this the number of women who are the sole supporters of their families and it becomes apparent that women are likely to be in the labour force whether they wish to be or not, whether they expect to be or not. We wanted to know if high school girls are aware of this fact. Are they planning for their future with this in mind?

Despite dramatic changes in the proportion of women participating in

the labour force, women's work is still largely segregated (Women in Canada: A Statistical Report) That is, women tend to be concentrated in relatively few jobs, which are most often in the service sector and are frequently low paying jobs. They are also unlikey to be unionized jobs; in 1982 , only 25% of all paid female employees were unionized as compared to 37% of men. These and other factors contribute to the fact that women continue to earn on average far less than men in the labour force (64% in 1982). The work that women do within the home is often dismissed and denigrated too, and we frequently see that women who are re-entering the work force after a period at home are considered to have gained no reliable work experience through the raising of their family and the running of a household.

There are a variety of measures which could improve the economic situation of women but one which is particularly relevant to this study is a change in career aspirations. If women were prepared to move into better paying jobs, the wage gap would obviously decrease. (This ignores the fact that someone will still have to fill the traditional "female" jobs such as clerical work. Only equal pay for work of equal value will remedy the disparity there). The questions remain - Are young women preparing to enter the fields of work with relatively good pay? What are their aspirations? Are these realistic? Are they actually taking the necessary steps to facilitate carrying out their plans? Affirmative action programs and aggressive hiring practices that benefit women can address present imbalances in the paid labour force, but they will have no impact if women are ill-equipped to enter the job market (Pat Rogers, 1985).

One barrier in particular has been the focus of concern for many

educators and scientists. The Science Council of Canada in its 1982 report, Who Turns the Wheel, pointed to the under-representation of women in science and noted that a number of factors contribute to this. Of special relevance to the study was the evidence that girls take fewer math and science courses, even in high school. Without this necessary background, girls are automatically excluded from a large number of fields. This information prompted the Toronto Board of Education to design a poster aimed at high school girls: it says, "Dropping Math? Say Goodbye to 82 Jobs." The poster lists a number of jobs which require math. A similar argument could be made with respect to the physical and biological sciences. We wanted to find out if high school girls in P.E.I. are taking math and sciences in the same proportion as boys. Based on previous research done in Canada, we suspected that the answer would be "no".

This points to another factor of interest to the project. How are students making their course selections? What factors influence these selections? Are parental influences predominant? Is it the media? Do teachers and guidance counsellors play a major role? In order to influence the choices (if they wish to do so), educators and others need to know how those choices are made.

We were also interested in finding out what the attitudes of the students were, especially with regard to the roles of men and women in society. For this purpose we were extremely fortunate to be able to call upon the expertise of Doctor Elizabeth Percival and Doctor Terrance Percival of the University of Prince Edward Island who had already done a considerable amount of work in this field and who had developed a scale for the

determination of attitudes. We were able to use a shorter version of their scale for the survey. Has feminism had a measurable impact on attitudes? Many women have no choice but to work outside of the home in order to supplement the family income. How have changes in the economy affected attitudes? The marriage breakdown rate has increased, and single parent families are commonplace. Have societal changes affected attitudes?

Simply stated, the goal of the project could be summarized as an effort to understand the present situation and the perspective of Island high school students. The intention is not to criticize the students, their parents, or their teachers, but to learn the facts in order that those involved in the education of our young people could address any problems which may exist. It is a known fact that adult education and upgrading cost more per student than in our school system. One purpose of the educational system is to equip students to be competitive in the job market. We owe it to those students to give them all the information they need to make their course selections.

1.2 Specific Objectives

The objectives of the research were as follows:

(A) to obtain information on the course selections of male and female high school students in order to determine if there were any differences. National studies have shown that young women are not participating in math and science courses at the high school level in the same proportions as young men. Information gathered through this study will indicate if this situation exists in P.E.I.

(B) to identify the factors which influence students in course selection.

(C) to explore the career aspirations and the personal expectations of Island high school students.

(D) to examine the attitudes of high school students towards the roles of men and women in society and to determine to what extent male and female students agree on the need for equality between men and women in today's society.

A major goal of the research was to provide data to be used by the Advisory Council on the Status of Women in: (a) making recommendations concerning the educational system and, (b) developing a public education program.

It is important to point out that the study was an exploratory one rather than an evaluation of Island schools or communities. The methodology reflects the nature of the study.

1.3 Methodology

The study was conducted by a team of three researchers who were assisted by an advisory committee consisting of representatives from the P.E.I. Departments of Education and Industry, the University of Prince Edward Island Departments of Education and Psychology, and the P.E.I. Advisory Council on the Status of Women.

A survey questionnaire was designed by the advisory committee and the researchers to collect the data (copies of the French and English versions of the instrument appear in Appendix A). Two schools were involved in a pretest of the questionnaire and several questions were modified as a result of the

student responses. The questionnaire was then administered during April and May of 1985 to all classes in Grades Ten, Eleven and Twelve in Island high schools. (A list of the schools appears in Appendix B).

A total of 4,405 students participated in the survey - 76% of the estimated total enrolment.* There was considerable variation among the schools in the rate of participation in the survey which ranged from 60% to nearly 90%. Reasons for non-participation of students included absences from school because of illness, class outings, trips or other reasons; the unwillingness of some students to take part in the survey; and differences from school-to-school in the method of administration.

The administration of the survey in each school depended on the preference of the school principal. In most schools the questionnaires were presented to the teachers who then administered them to the students during one class period. The questionnaires were then returned to the researchers. In one instance, the questionnaires remained in the school for three days and were administered when each individual teacher had time. Each questionnaire was checked and coded before the data were analyzed using the computer facilities of the P.E.I. Government and the Statistical Package for the Social Sciences. (SPSS).

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* Total school population in the grades included in the survey was 5,815 in October of 1984. This figure is probably an overestimate of the enrolment in the spring of 1985 when the survey took place and the participation rate was therefore probably higher than 76%.

In addition to the main survey, personal interviews with high school students were conducted in the fall of 1985. Five of the twelve Island high schools were randomly selected to participate in the interviews, each school choosing ten students. The students selected were both male and female in Grades Eleven and Twelve from academic and general programs. Students were individually interviewed in their schools. Information obtained in these interviews will be discussed during the description and interpretation of the data.

The following section of the report begins the question by question analysis of the survey results.

CHAPTER TWO

PROFILE OF PRINCE EDWARD ISLAND HIGH SCHOOL STUDENTS

2.1 Introduction

The high school classes included in the survey had a total enrolment of 5,815 in the fall of 1984 - 5,704 in English language schools and 111 in a French language school. The schools in the two major urban areas in the province - Charlottetown and Summerside - accounted for 46% of the total. The remaining schools are located in smaller towns or villages. As mentioned earlier in the Methodology section, 4,405 students participated in the Student Attitude Survey.

There were several questions in the survey designed to provide additional background information on the students who completed the questionnaires. Students were asked what grade they were in, whether they were male or female, with whom they lived most of the time, and how long they had lived in the province. The following sections of this chapter describe their responses to these items.

2.2 Number and Sex Ratio of Students

Table 1 gives a breakdown by sex of the students who completed the survey.

TABLE 1

NUMBER AND SEX OF STUDENTS

	#	%
Male	1905	43.2
Female	2162	49.1
Sex Not Stated	338	7.7
Total	4405	100.0

Source: Student Attitude Survey, 1985, Question 3

Of the 4,405 students, 1,905 or 43% indicated they were male and 49% were female. Unfortunately, 338 or 8% of the students failed to indicate their sex. The male and female percentages in Table 1 are similar to the P.E.I. Department of Education's data on the distribution of high school students by sex. Thus, participation in the survey was about the same for male and female students.

2.3 Grade Level

Data were also obtained on the students' grade levels. Table 2 provides information on the number of students in the survey by grade and by sex.

TABLE 2

GRADE LEVEL BY SEX

Sex	Grade 10		Grade 11		Grade 12		Total	
	#	%	#	%	#	%	#	%
Male	710	44.9	612	42.5	577	42.1	1899	43.4
Female	740	46.8	679	47.2	741	54.0	2160	49.2
Not Stated	130	8.2	148	10.3	53	3.9	331	7.5
Total	1580	99.9	1439	100.0	1371	100.0	4390	100.0
	(36.0%)		(32.8%)		(31.2%)		(100.0%)	

Source: Student Attitude Survey, 1985 Questions 2 and 3

Of the 4,390 students who stated their grade level, 1,580 or 36% were in Grade 10, 1,439 or 33% were in Grade 11, and 1,371 or 31% were in Grade 12. A comparison of the total enrolments in each of these grades in the province shows similar percentages, indicating that the response rate was about the same for each grade level.

2.4 Family Life Situation

Students were asked the following question:

With whom do you live most of the time? The responses are presented in Table 3.

Table 3

FAMILY LIFE SITUATION

	#	%
Mother/Female Parent/Guardian	480	10.9
Father/Male Parent/Guardian	108	2.5
Both Parents/Guardians	3681	83.8
Other	122	2.8
Total	4391	100.0

Source: Student Attitude Survey, 1985, Question 4

As shown in Table 3, there were four possible responses to the question. Of the students who stated their living arrangements, 11% indicated they lived with their mother or a female parent or guardian; 3% indicated they lived with their father or a male parent or guardian. As one would expect, the largest number of students (84%) indicated they lived with both parents or guardians. The remaining students (3%) indicated they lived with persons other than their parents or guardians; this latter group probably lived with other family or in foster or boarding homes. Thus, approximately 16% of students lived in a situation where at least one parent was absent.

The lengh of time the students had lived in P.E.I. was also determined by the survey.

2.5 Length of Residence in P.E.I.

Students were questioned as to the length of time they had lived in P.E.I. Table 4 shows the responses.

Table 4

LENGTH OF RESIDENCE IN P.E.I.

	#	%
1-5 years	359	8.2
6 or More Years	4034	91.8
Total	4393	100.0

Source: Student Attitude Survey, 1985, Question 5

Of the 4,393 who responded, 8% had lived on the Island for one to five years and 92% of the students indicated they had lived on the Island for six or more years. Thus, approximately 8% of the high school population were relatively recent migrants to P.E.I. Further analysis of the data might show if this group differed from longer-term residents in their course choices and career expectations.

2.6 Summary

Of the 4,405 students who participated in the study, 43% were male, 49% were female, and 8% did not indicate their sex. Percentages for each

grade level were: 36% in Grade 10, 33% in Grade 11, and 31% in Grade 12. Females outnumbered males in each grade; the male-female difference being greatest in Grade 12. This suggests that a higher proportion of young women than young men are completing their high school education. A majority of the students (84%) lived at home with both parents present; 13% lived in one-parent family situations and 3% had other living arrangements. Most of the students (94%) had lived in P.E.I. for 6 years or more while 6% were relative newcomers to the province (5 years or less).

CHAPTER THREE

COURSE SELECTIONS OF P.E.I. HIGH SCHOOL STUDENTS

3.1 Introduction - The Senior High School Program

The senior high school program in P.E.I. includes Grades Ten, Eleven, and Twelve. The program operates on a credit system. In 1985 when the present study was conducted, a minimum of 15 credits were required for graduation, each credit consisting of 140 hours of instructional time. However, students were encouraged to attempt 18 credits and the majority did so. (A Style for Every Child, 1984-85, p.104) In addition to completing the minimum number of credits, requirements for graduation included: 3 courses in English; 2 in math; no more than 6 of the 15 courses from the Grade 10 level and no fewer than 4 from the Grade 12 level (Ibid, p. 102). During the period 1985-88, high school graduation requirements are being adjusted and strengthened in P.E.I. In 1988, 18 credits will be required and will include 4 English courses, 2 math courses, 2 science courses and 2 social studies courses. (A Style for Every Child, 1986-87, p. 104)

In most areas of study, courses are offered at two or more levels of difficulty. The number of levels offered and the terms used to describe each level vary from school to school. Course levels described by the Department of Education are: 0 - Open; 1 - Advanced; 2 - Academic;

3 - Standard/Basic or General; 4 - Vocational; and 5 - Practical. Academic and advanced academic level courses are programs considered to be acceptable for entrance to college or university.

A major difficulty encountered in the design of the survey questionnaire was the problem of presenting a list of high school courses which would be understandable by all students in all schools. Because of variations in understanding of course numbers, course levels, and course titles, it was decided that the course list in the questionnaire would include only the names of the subject areas as they appear in the Department of Education Program of Studies.

Students from high schools in the province who have successfully completed a sufficient number of courses designated as college preparatory courses are considered by the Department of Education to have a status equivalent to Grade 12 in any Canadian province and to be prepared for entry to undergraduate degree programs in Canadian universities. (A Style for Every Child, 1984-85, p. 104)

The following sections of this chapter describe the data obtained from the students on their high school course choices. The data are described in two ways:

(1) A series of three tables is presented which indicate the reported enrolments at each grade level for male and female students for each of 40

courses. Percentages are based on the total numbers of male and female respondents to each question on course enrolment. The data in these tables are discussed by general subject area with individual courses highlighted where male/female differences appear significant.

(2) A second series of tables groups the responses by general subject area and lists the total number of course choices in each subject area for male and female students in Grades 10,11, and 12 and for all grades together. This second group of tables indicates the concentration of math, science, language courses, etc. in the overall student course load.

TABLE 5

Grade 10 High School Courses

	Male	n= 1771	Female	n=2031
	#	%	#	%
Accounting	42	2.4	51	2.9
Agriculture	42	2.4	14	0.7
Algebra	1221	68.9	1540	75.8
Art	210	11.8	256	12.6
Biology	206	11.6	155	7.6
Business	60	3.4	156	7.7
Career Education	15	0.9	14	0.7
Chemistry	233	13.2	188	9.3
Computer Literacy	187	10.6	73	3.6
Distributive Education	1	0.1	0	0.0
Economics	6	0.3	20	1.0
English	1754	99.0	2013	99.1
Family Living	224	12.6	424	20.9
French	724	40.9	1256	61.8
Geography	935	52.8	939	46.2
Geometry	335	18.9	395	19.5
German	5	0.3	3	0.2
Guidance Classes	5	0.3	15	0.7
Health	154	8.7	98	4.8
History	742	41.9	757	37.3
Home Economics	33	1.9	443	21.8
Industrial Arts	414	23.4	69	3.4
Latin	11	0.6	18	0.9
Law	48	2.7	61	3.0
Math (General)	408	23.0	368	18.1
Math (Practical/Basic)	186	10.5	169	8.3
Music	119	6.7	247	12.2
Office Procedures	6	0.3	13	0.6
Outdoor Education	56	3.2	24	1.2
Physical Education	1202	67.9	1230	60.6
Physical Science	388	21.9	529	26.0
Physics	112	6.3	82	4.0
Politics	123	6.9	156	7.7
Psychology	1	0.1	1	0.01
Record Keeping	197	11.1	229	11.3
Science	1117	63.1	1292	63.6
Shorthand	1	0.1	2	0.1
Social Studies	236	13.3	239	11.7
Typing	387	21.9	1014	49.9
Other	149	8.4	219	10.8

Source: Student Attitude Survey, 1985, Question 21

Percentages are based on the total male or female students responding to Question 21.

Table 6
Grade 11 High School Courses

	Male (n=1164)		Female (n=1393)	
	#	%	#	%
Accounting	74	6.4	123	8.8
Agriculture	111	9.5	62	4.5
Algebra	782	67.2	997	71.6
Art	140	12.0	184	13.2
Biology	579	49.7	946	67.9
Business	31	2.7	101	7.3
Career Education	13	1.1	23	1.7
Chemistry	671	57.6	845	60.7
Computer Literacy	262	22.5	245	17.6
Distributive Education	2	0.2	8	0.6
Economics	81	7.0	91	6.5
English	1144	98.3	1375	98.7
Family Living	13	1.1	168	12.1
French	270	23.2	579	41.6
Geography	212	18.2	210	15.1
Geometry	523	44.9	636	45.7
German	4	0.3	1	0.1
Guidance Classes	0	0.0	11	0.8
Health	15	1.3	7	0.5
History	418	35.9	430	30.9
Home Economics	28	2.4	307	22.0
Industrial Arts	162	13.9	36	2.6
Latin	3	0.3	2	0.1
Law	287	24.7	385	27.6
Math (General)	278	23.9	267	19.2
Math (Practical/Basic)	107	9.2	137	9.8
Music	61	5.2	117	8.4
Office Procedures	3	0.3	27	1.9
Outdoor Education	18	5.2	10	0.7
Physical Education	335	28.8	253	18.2
Physical Science	16	1.4	19	1.4
Physics	491	42.2	336	24.1
Politics	94	8.1	92	6.6
Psychology	4	0.3	5	0.4
Record Keeping	27	2.3	80	5.7
Science	104	8.9	103	7.4
Shorthand	3	0.3	10	0.7
Social Studies	62	5.3	75	5.4
Typing	82	7.0	344	24.7
Other	98	8.4	138	9.9

Source: Student Attitude Survey, 1985, Question 21

Percentages are based on the total male or female students responding to Question 21.

TABLE 7
Grade 12 High School Courses

	Male (n=590)		Female (n=740)	
	#	%	#	%
Accounting	55	9.3	95	12.8
Agriculture	72	12.2	84	11.4
Algebra	369	62.5	478	64.6
Art	56	10.0	98	13.2
Biology	332	56.3	537	72.6
Business	16	2.7	50	6.8
Career Education	4	0.6	16	2.2
Chemistry	298	50.5	399	53.9
Computer Literacy	57	9.7	65	8.8
Distributive Education	1	0.2	10	1.4
Economics	160	27.1	215	29.1
English	575	97.5	723	97.7
Family Living	25	4.2	152	20.5
French	99	16.8	224	30.3
Geography	88	14.9	81	11.0
Geometry	83	14.1	82	11.1
German	3	0.5	0	0.0
Guidance Classes	2	0.3	9	1.2
Health	1	0.2	1	0.13
History	213	36.1	265	35.8
Home Economics	15	2.5	136	18.4
Industrial Arts	68	11.5	39	5.3
Latin	1	0.2	0	0.0
Law	180	30.5	170	23.0
Math (General)	140	23.7	152	20.5
Math (Practical/Basic)	64	10.8	66	8.9
Music	27	4.6	49	6.6
Office Procedures	4	0.7	27	3.6
Outdoor Education	7	1.2	2	0.3
Physical Education	103	17.5	88	11.9
Physical Science	9	1.5	6	0.8
Physics	233	39.5	138	18.7
Politics	41	7.0	39	5.3
Psychology	34	5.8	62	8.4
Record Keeping	15	2.5	43	5.8
Science	35	5.9	43	3.9
Shorthand	0	0.0	20	2.7
Social Studies	29	4.9	38	5.1
Typing	31	5.3	84	11.4
Other	120	20.3	149	20.1

Source: Student Attitude Survey, 1985, Question 23

TABLE 8
COURSE CHOICES IN HIGH SCHOOL - GRADE 10

	Male		Female	
	# of Courses	%	# of Courses	%
Math and Computer Courses	2337	19.0	2545	17.2
Science and Health Courses	2252	18.4	2358	16.0
Family Living Courses	2091	1.8	424	2.9
Language Courses	2494	20.2	3290	22.3
Business and Secretarial Courses	693	5.6	1465	9.9
Art and Music Courses	329	2.7	503	3.4
Physical/Outdoor Education Courses	1258	10.2	1254	8.4
Career Education/ Guidance Courses	21	0.2	29	0.2
Home Economics Courses	33	0.3	443	3.0
Industrial Arts Courses	414	3.4	69	0.5
Other Courses	149	1.2	219	1.5
TOTAL	12,295	100.0	14,772	100.0

* Percentages are based on the total number of course choices in Grade 10 reported by Grade 10,11, and 12 students.

TABLE 9
COURSE CHOICES IN HIGH SCHOOL - GRADE 11

	Male		Female	
	# of Courses	%	# of Courses	%
Math and Computer Courses	1952	25.7	2282	23.3
Science and Health Courses	1987	31.1	2318	23.7
Social Studies Courses	1158	15.2	1288	13.2
Family Living Courses	13	0.2	168	1.7
Language Courses	1421	18.7	1957	20.0
Business and Secretarial Courses	220	2.9	685	7.0
Art and Music Courses	201	2.6	301	3.1
Physical/Outdoor Education Courses	353	4.6	263	2.7
Career Education/ Guidance Courses	15	0.2	42	0.4
Home Economics Courses	28	0.4	307	3.1
Industrial Arts Courses	162	2.1	36	0.4
Other Courses	98	1.3	138	1.4
TOTAL	7,608	100.0	9,785	100.0

* Percentages are based on the total number of course choices in Grade 11 reported by Grade 11 and 12 male and female students.

TABLE 10
COURSE CHOICES IN HIGH SCHOOL - GRADE 12

	Male		Female	
	# of Courses	%	# of Courses	%
Math and Computer Courses	713	19.5	843	17.1
Science and Health Courses	980	26.7	1194	24.2
Social Studies Courses	745	20.3	870	17.7
Family Living Courses	25	0.7	152	3.1
Language Courses	678	18.5	947	19.2
Business and Secretarial Courses	121	3.3	319	6.5
Art and Music Courses	83	2.3	147	3.0
Physical/Outdoor Education Courses	110	3.0	90	1.8
Career Education/ Guidance Courses	7	0.2	35	0.7
Home Economics Courses	15	0.4	136	2.8
Industrial Arts Courses	68	1.9	39	0.8
Other Courses	120	3.3	149	3.0
TOTAL	3,665	100.0	4,921	100.0

* Percentages are based on the total number of course choices in Grade 12 reported by students.

TABLE 11
COURSE CHOICES IN HIGH SCHOOL - ALL GRADES

	Male		Female	
	# of Courses	%	# of Courses	%
Math and Computer Courses	5002	21.2	5670	19.3
Science and Health Courses	5220	22.1	5764	19.6
Social Studies Courses	3994	16.9	4331	14.8
Family Living Courses	262	1.1	744	2.5
Language Courses	4593	19.4	6194	21.1
Business and Secretarial Courses	1034	4.4	2469	8.4
Art and Music Courses	613	2.6	1951	3.2
Physical/Outdoor Education Courses	1721	7.3	1607	5.5
Career Education/ Guidance Courses	43	0.2	106	0.4
Home Economics Courses	76	0.3	886	3.0
Industrial Arts Courses	720	3.0	144	0.5
Other Courses	367	1.6	506	1.7
TOTAL	23,645	100.0	29,372	100.0

* Percentages are based on the total number of course choices reported by male and female students in all grades.

3.2 Course Selection by Grade and by Sex

Math and Computer Courses - Course Enrolment (Tables 5,6,7)

Courses included in this group are algebra, geometry, math (general), math (practical/basic) and computer literacy. Tables 5,6 and 7 give the numbers and percentages of students who reported taking courses in each of the grade levels.

An examination of male/female enrolments in individual courses reveals that, in general, the differences are small. In algebra courses, females outnumbered males at all three grade levels, with the largest difference in Grade 10 (76% and 70%) and the smallest in Grade 12 (65% and 63%). Since algebra is usually a strong component of academic and advanced math, the larger proportion of girls taking algebra is surprising. Other studies such as Who Turns the Wheel? have found that girls are usually outnumbered in academic math.

In geometry courses, male/female enrolments are closer but boys outnumber girls at the Grade 12 level (14% and 11%). The two other math courses on the list, general math and practical math show a higher proportion of male than female students. Assuming that these courses are taken by students who have some difficulty with math, this finding is again at variance with other studies. For example, an Ottawa study showed twice as many girls as boys taking general math in Grade 10 and one-third more girls

than boys in Grade 12 general math. (Who Turns the Wheel? p. 28)

In computer literacy the situation is reversed - there are more male students taking this course than female students. This course is designed to give students a general understanding and appreciation of the computer and its effect on society. It is an optional course offered at one level only and tends to be taken by those students with a genuine interest in computers. Given the role of computers in today's society, it would seem important for both males and females to have an understanding of them.

Math and Computer Courses - Course Concentration (Tables 8-11)

In addition to examining student enrolments in individual courses, the concentration of various subject areas in the overall course load were determined in the analysis of the data. Tables 8, 9, and 10 show the number and percentage of course choices in eleven grouped areas of study at each grade level and Table 11 gives this information for all grade levels combined. It is interesting to note that while girls outnumber boys in enrolment in some individual math courses, it appears that boys select a larger number of math courses overall during their high school years. Table 11 shows that 21% of all high school courses reported by the male students were math or computer courses as compared to 19% for female students. When computer courses are removed from this group, male students still show a slightly higher

concentration of math courses (19%) than female students (18%). (These percentages are not shown in Table 11).

Another interesting observation from further analysis of the course enrolment data is that for both sexes the concentration of math courses in the total course load drops considerably from Grade 11 to Grade 12. It seems clear that many students do not continue with math after the two credits required for graduation are completed. This drop in concentration of math courses was calculated for male and female students; the percentage drop was 19% for boys and 24% for girls,* suggesting that girls are more likely than boys to discontinue math studies towards the end of their high school careers. Further data analysis would reveal how many female and male students actually drop math altogether by Grade 12.

Science and Health Courses - Course Enrolments (Tables 5,6,7)

Courses in the science and health group include physics, chemistry, physical science, biology, agriculture, other science courses, and health. The two courses where the male-female differences in enrolment are most noticeable are Grade 11 and 12 physics and biology. Grade 12 physics in P.E.I. is an academic course recommended for students with a strong math

*. "Percentage drop" refers to the change in concentration of math courses in the course load from Grade 11 to Grade 12. For males, the concentration of math courses changed from .222 in Grade 11 to .179 - a decrease of 19%; for females, the change was from .208 to .158 or 24%.

background.* In Grade 12, 40% of the male students and 19% of the female students reported that they took physics courses. In Grade 11, the percentages are 42% and 24%. This striking difference in the proportion of boys and girls who took high school physics appears in all other Canadian provinces reported in Who Turns the Wheel? (pages 37-41). A Newfoundland study shows, along with a much lower enrolment in physics courses for girls, a lower level of achievement in this subject as well (ibid, p.38). In biology courses, female students outnumber males and this situation again is similar to that found in other Canadian studies. In the present study, 73% of the female students and 56% of the male students reported taking biology in Grade 12, and 68% of females and 50% of males reported that they took biology in Grade 11. Biology is often perceived by students to be the least difficult of the sciences. It is also a prerequisite for such traditionally female pursuits as nursing school.

Enrolment in chemistry courses is slightly higher for female students than for male students in both Grade 11 (61% and 58%) and Grade 12 (54% and 51%). These findings differ from those of other Canadian provinces such as British Columbia, Ontario, Nova Scotia, and Newfoundland where male

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*. It is assumed here that most students who reported taking a physics course in Grade 12 were enrolled in Grade 12 level physics. Possibly some of this group were referring to a Grade 11 physics course taken in Grade 12 or to a general science course with a physics component.

students tend to dominate chemistry classes. (It has been found that, in New Brunswick, as in P.E.I. there are more Grade 12 girls than boys in chemistry courses.) An additional point of interest is that the percentage of P.E.I. high school students of both sexes taking chemistry in Grade 12 appears high in comparison to some findings from the other provinces. (ibid., p.p. 37-38)

Another science course on the list is physical science. At the Grade 10 level, Introductory Physical Science is an academic course designed for those students who plan to study further in science. A higher proportion of girls (26%) than boys (22%) reported that they took this course in Grade 10.*

Enrolment in other science and health courses shows a generally higher proportion of males than females. It is not surprising that boys are over-represented in agriculture classes in a predominantly rural province where farming is usually seen as a male occupation. However, male students also outnumber females in health courses, a more typically "female" area of study.

Science and Health Courses - Course Concentration (Tables 8-11)

When science and health courses are all grouped together and examined as a proportion of the total course load, male students show a higher

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* The reader is reminded that percentages in Tables 5, 6, and 7 are based on the total male and female respondents to each question on course choices. For example, courses taken in Grade 10 are reported by Grade 10,11, and 12 students; courses taken in Grade 12 are reported by Grade 12 students only.

concentration of these courses at each grade level and overall. The difference is greatest in Grade 11 where 31% of all course choices reported by the male students are all in the science/health group as compared to 24% of female course choices. The overall male-female differences when all grades are combined is smaller, however; 22% of all courses reported by males and 20% of courses reported by females are in the science/health group.

Social Studies - Course Enrolment (Tables 5,6,7)

Social studies is another subject area where the male students generally outnumbered the females. Courses included in this group are history, geography, law, politics, economics, psychology and general social studies courses. Tables 5,6, and 7 suggest that most of the male predominance in this group of courses is accounted for by enrolments in history, geography, politics and law. (There are more females than males who reported law as a Grade 11 course, however.) Enrolment in economics appears about equal for both sexes but more girls chose psychology.

Social Studies - Course Concentration (Table 8-11)

Tables 8 through 11 demonstrate that, at each grade level and overall, boys reported a higher proportion of social studies courses in their total course load than did girls. For all grades, 17% of course selection were social

studies courses for males as compared with 15% for females (Table 11).

Languages - Course Enrolment (Tables 5,6 ,7)

Enrolment in English courses is close to 100% for both sexes at all grade levels. It will be recalled that three English courses were required for graduation in 1985, which accounts for the nearly full enrolment. The situation with French courses is quite different - they are clearly dominated by female students at all grade levels. By Grade 12, the percentage of females in French courses (30%) is almost double that of males (17%). These differences may become smaller in the future, however, with the present popularity of French immersion programs in the schools. In Canada, knowledge of the two official languages is an important advantage in many career pursuits. It appears that, in P.E.I. at least, female high school graduates are more likely than males to have this advantage.

Languages - Course Concentration (Tables 8-11)

When language courses are grouped together (English, French, Latin, German) female students have a higher proportion of languages in their course load at each grade level and overall. The data on individual course enrolments (as described above) indicate that French courses account for most of the male-female differences.

Business and Secretarial Courses - Course Enrolment (Table 5,6,7)

This group of courses includes accounting, business, record keeping, office procedures, typing and shorthand. It is not at all surprising that females outnumber males in this subject area. The male-female differences are greatest in the traditionally female subjects of typing and shorthand. Twice as many females as males reported that they took typing in Grade 10 and in Grade 12 and more than three times as many in Grade 11. Accounting shows smaller differences between the enrolments of the two sexes. Accounting courses at the high school level are designed both for students who plan to enter the work force as a bookkeeper and for those who will take advanced accounting courses at college or university. Record-keeping courses also show smaller male-female differences than typing and shorthand. Record-keeping courses are designed to familiarize students with preparing and handling personal and business records.

The general course title "business" covers a variety of subject areas from typing and shorthand to accounting. At each grade level, the percentage of females who reported "business" courses was more than double that of males.

Business and Secretarial Courses - Course Concentration (Table 8-11)

The numbers and percentages shown in Tables 8 through 11, which show

the concentration of business and secretarial courses as a proportion of all courses taken, give further evidence that this is still considered mainly a "female" subject area, at least at the high school level. Overall more than 8% of courses reported by females in the study were in this business/secretarial group compared with 4% of courses taken by the males. (Table 11).

Home Economics, Family Living and Industrial Arts - Course Enrolments and Course Concentration (Tables 5 through 11)

Tables 5 through 11 show that, in the "female" study of home economics and the "male" study of industrial arts, the sex ratios in enrolment are predictably reversed. An interesting finding of the survey, however, is that girls reported a total of 144 industrial arts courses and boys took 76 home economics courses - certainly no great evidence for a breakdown of sex stereotyping but encouraging, nevertheless. These courses are all optional in senior high school.

Family living is presently classified as a home economics course by the P.E.I. Department of Education. The program "teaches facts and helps develop attitudes and values which are conducive to personal fulfillment, healthy interpersonal relationships and successful family life". (A Style for Every Child, 1986-87, p.175) This description of family living courses indicates that they should be of equal value to males and females. It is perhaps unfortunate that family living courses seem to attract mostly female students.

Physical and Outdoor Education - Course Enrolment and Course Concentration (Tables 5 through 11)

Physical education was a compulsory course for Grade 10 students in several of the schools in 1985, accounting for the large enrolments of both males and females at this grade level. The course is more popular with male students, however, 68% of males students and 61% of females reported taking physical education in Grade 10. The enrolments drop considerably in Grade 11 and the sex differences in enrolment increase (29% of males and 18% of females.). In Grade 12, 18% of males and 12% of females took physical education. The fact that physical education attracts many more boys than girls could be due to any number of reasons. Strenuous physical activity and contact sports may still be considered more important for boys in spite of the current emphasis by health promotion agencies on fitness for everyone. The physical education curriculum itself may discourage female enrolment if there is a heavy emphasis on team sports as opposed to individual skills such as tennis, swimming, skiing, dance, gymnastics, etc. In the 1986-87 Program of Studies for P.E.I. high schools , the Grade 10 and 11 physical and outdoor education program is described as one which emphasizes "life-style" or "carry-over" skills such as snow-shoeing, skiing, hiking, fitness training, tennis, dance, etc. along with team sports (A Style for Every Child, p. 156). The actual implementation of such a broad program would depend on school

facilities and available teaching skills.

Overall course selection for all grades show that physical and outdoor education courses account for 7% of male courses and 5% of female courses.

Art and Music - Course Enrolment and Course Concentration (Tables 5 through 11)

Both art and music classes attract more female than male students at all grade levels. The percentages of girls and boys taking art courses are quite close, however, music classes have a greater majority of female students than art classes. Most music courses at the high school level involve participation in a school band. Art and music courses account for quite a small percentage of overall course selection for both males and females.(2.6% and 3.2% respectively)

Career Education/Guidance - Course Enrolment and Course Concentration (Tables 5 through 11)

Enrolments reported in career education, guidance and distributive education (an exploratory vocational course) are extremely low for both sexes. Career education includes the "Choices" program which will be discussed in a later section. The low enrolment figures reported in this group, of course, may be due to a misunderstanding of the course titles in the questionnaire since a greater number of students did indicate they enrolled in "Choices".

3.3 Summary

The information obtained on course selections of high school students was of a general nature; i.e., the names of courses taken at each grade level were reported by the students but specific information on the level of difficulty of each course selected was not requested because of the necessity of presenting a course list that would be understood by all students in all schools. While this non-specific type of course data makes it difficult to draw any firm conclusions from most of the data on course selections, some tentative interpretations are offered.

The first observation to be made is that male high school students in P.E.I. are not nearly as over-represented in math and science classes as has been found in other Canadian studies. In some courses, algebra and chemistry for example, females represent a higher percentage of the students. It may be that Island girls are not cutting off their future study options in such great numbers as has been noted elsewhere. Nevertheless, P.E.I. high school girls are selecting a smaller number of math and computer courses and are more likely to drop math by Grade 12 than are high school boys.

In science course enrolments there are similarities to and differences from the data found elsewhere in Canada. A similar finding is that biology is a more popular course for high school girls than for boys in P.E.I., with 73% of girls reporting it as a Grade 12 course as compared to 56% of Grade 12 boys. In addition, the P.E.I. survey found, as did other Canadian studies, that male students far outnumber females in physics classes, particularly at the Grade

12 level. Enrolment in Grade 12 physics is an indicator of a strong interest in the sciences and usually requires good mathematical ability as well. A finding that differs from the data from other provinces is that a higher percentage of female than male students took chemistry courses in P.E.I. Chemistry is a popular choice for both sexes in Island high schools, showing higher enrolments in Grade 12 as compared with data from elsewhere.

When all science and health courses are grouped together and examined as a proportion of the total course load, male students show a higher concentration of these courses at each grade level and overall.

Enrolment in social studies courses is generally lower than for science subjects, suggesting that this study area is less popular with the students or is considered to be less relevant to future plans. Male students show a generally higher proportion of social studies courses than females in their course load, particularly in history, geography, politics, and law. Psychology and economics which are not offered in all schools, were more popular with female students.

Since three English credits were required for graduation at the time of the survey, almost all students were enrolled in English at each grade level.* French classes show a generally low enrolment, considering the advantage of knowing the two official languages in Canada. French classes are dominated

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* The survey data did not indicate how many students were in academic, general or practical English courses but information obtained from the schools suggests that more boys are in non-academic English classes and that their achievement in this subject is lower on the average than that of girls.

by female students; by Grade 12 nearly twice as many females as males were taking French courses. The overall picture is that female students are more attracted to language studies than males, possibly because of higher achievement in this area of study.

Business and secretarial courses are still predominantly female territory in P.E.I. high schools; this is especially true in typing and shorthand classes. Other business courses such as accounting and record-keeping have a smaller majority of female students.

There are no surprises in the enrolment data on home economics, family living and industrial arts courses. Females predominate in the first two and males in the third. There is some evidence that boys are beginning to venture into home economics classes in greater numbers and girls into industrial arts, however. Family living, a study intended for both sexes, is still chosen by mainly females.

Physical and outdoor education courses are still preferred by about 50% more males than females in Grades 11 and 12 where the courses are optional. It is not clear if these enrolment differences are related to the physical education curriculum itself, the perceived "appropriateness" of the subject area for males and females or a combination of both.

Finally, art and music courses, which account for quite a small percentage of all course selections, are preferred by more female students than males in the P.E.I high schools. The sex differences in art course enrolment are not great. In music, which generally involves participating in a school band, there is a larger proportion of females.

The following chapter will examine some of the factors which influenced the students in their choice of high school courses and will

describe some of the perceptions of male and female students on the guidance services offered in the schools.

CHAPTER FOUR

INFLUENCES ON COURSE SELECTION: USE OF SCHOOL GUIDANCE SERVICES

4.1 Introduction

A large number of factors are involved in students' decisions on what courses they will follow in high school. As mentioned earlier, some courses are prerequisites for a graduation diploma. Many other courses are optional. The following sections present the results of questions asked the students on what influenced their course selections, on how they perceived the role of the school guidance counsellor, on what uses they made of guidance services and on their opinions of a particular guidance service, the "Choices" Career Planning Program.

4.2 Influencing Factors

In the Student Attitude Survey, respondents were asked to indicate some of the factors that may have influenced them when they were choosing their courses. The high school students were asked to select the factors which influenced them the most (they were asked to select no more than four) from a list of sixteen possible influencing factors. Table 12 presents the influences on course selection reported by male and female students.

Table 12

INFLUENCES ON COURSE SELECTION

	Male	%	Female	%
Ability	949	52.3	1113	51.5
Advertising	38	2.1	44	2.0
Brother(s)/Sister(s)	237	13.1	290	13.4
Career Day	103	5.7	112	5.2
Choice of Career	578	31.8	766	35.4
Easy Courses	341	18.8	228	10.5
Father/Male Guardian	292	16.1	245	11.3
Friends	605	33.3	700	32.4
Guidance Counsellor(s)	169	9.3	272	12.6
Marks	726	40.0	929	43.0
Media (Books,TV,Movies)	87	4.8	79	3.7
Mother/Female Guardian	254	14.0	368	17.0
Personal Interest	1302	71.8	1685	77.9
Schedule/Timetable	150	8.3	195	9.0
Teacher(s)	311	17.2	356	16.5
Other	60	3.5	74	3.4

Source: Student Attitude Survey 1985, Question 46.
Percentages do not total to 100 because of multiple responses.

The factor which influenced the largest number of both male and female students was personal interest; 72% of the male students indicated personal interest was an important influence on course selection, and 78% of the female students indicated personal interest was important. 52% of both male and female students indicated ability was important in selecting

courses. Previous marks were also important in selecting courses, as indicated by 40% of the male students and 43% of the female students. Students also indicated that their choice of career influenced them in selecting courses (32% of the male students and 35% of the female students). Friends also were an important influence on course selection as 33% of the male students and 32% of the females indicated.

Other influences were: easy courses (19% of the males and 11% of the females); teacher(s) (17% of the males and 17% of females); father/male guardian (16% of the males and 11% of the females); mother/female guardian (14% of males and 17% females); guidance counsellor(s) (9% of the male students and 13% of the female students); schedule/timetable (8% of the male students and 9% of the female students); career day (6% of the males and 5% of female students); and advertising (2% of the male and female students).

4.3 School Guidance Services

One section of the Student Survey explored the extent of students' utilization of the guidance services available to them. In addition, students' perceptions of the role of the guidance counsellors were ascertained. Table 13 presents the students' perceptions of the guidance counsellor's responsibilities.

Table 13
ROLE OF GUIDANCE COUNSELLOR

What is the major responsibility of the guidance counsellor in your school?

	Total		Male		Female	
	#	%	#	%	#	%
To help students with personal problems	452	10.8	185	10.4	242	11.6
To help students choose courses and plan careers	2946	70.7	1191	67.2	1539	73.8
To teach	26	0.6	12	0.7	14	0.7
To identify learning problems and develop remedial programs	198	4.7	84	4.7	97	4.7
I don't know what the guidance counsellor's responsibilities are.	548	13.1	301	17.0	193	9.3

Source: Student Attitude Survey, 1985 Question 32

In spite of the low percentages reporting the guidance counsellor as an influence in course selection, the majority of students felt that the major role of the guidance counsellor was to help students choose courses and plan

careers. A total of 71% chose this response, 67% of males and 74% of females. Surprisingly, 13% of all students indicated that they did not know what the guidance counsellor's responsibilities were; 17% of the male students gave this response compared to 9% of the female students. Apart from this, males and females did not differ greatly in their interpretation of the role of the guidance counsellor.

The following questions explored students' utilization of the guidance counsellor for help in course selection, career planning, personal problems and learning difficulties. Responses are illustrated in Table 14.

Since entering high school, 57% of the students surveyed said they had seen a guidance counsellor for help in course selection. A larger number of females (62%) than males (52%) reported consulting a guidance counsellor for help in choosing courses.

Less than half of all students (46%) indicated that they had seen a guidance counsellor for help in planning their career. Again, a larger number of females than males reported using the school guidance counsellor.

Most students said they had not seen a guidance counsellor for help in solving a personal problem. Only 7% of the males and 15% of the females had consulted with the guidance counsellor on a personal problem.

A vast majority of students surveyed, 93%, reported that they had never used the guidance services for help in solving a learning problem.

Table 14
UTILIZATION OF GUIDANCE COUNSELLOR

Since entering high school, have you ever seen a guidance counsellor for help in:

	Total		Male		Female	
	#	%	#	%	#	%
Choosing courses						
Yes	2500	57.4	975	51.9	1332	62.1
No	1852	42.6	903	48.1	812	37.9
Planning your career						
Yes	1980	46.2	751	40.8	1098	51.8
No	2306	53.8	1091	59.2	1023	48.2
A personal problem						
Yes	485	11.4	136	7.4	319	15.1
No	3785	88.6	1695	92.6	1797	84.9
A learning problem						
Yes	311	7.3	148	8.1	138	6.6
No	3929	92.7	1678	91.9	1954	93.4

Source: Student Attitude Survey, 1985, Question 33

Overall, the number of females consulting the guidance counsellor for help in these areas was higher than the number of males (except for help with learning problems). During follow-up interviews, high school students were

asked how they went about making decisions on which courses to take. The two most popular answers were that they took the courses they needed to graduate (required courses) and they took courses that would help them later in university and college.

Students were interviewed about who they consulted when they felt they needed help in course selection or career planning. The most popular answer was family and friends. When they had to decide about a certain course many said they would ask a friend, a brother or a sister who had already taken the course. Teachers was another popular answer when students were asked who they sought help from. Some students said they sought help from their school guidance counsellor; however, this was not one of the most popular responses.

In two of the schools where interviews were held, almost all of the students interviewed had seen the guidance counsellor for course and career counselling. This was because the guidance counsellor systematically contacted all of the students about their courses and career plans.

It was apparent that in schools where the guidance counsellor made the initial contact with the student, students had more knowledge and a more positive attitude about the guidance services. Students in these schools would probably feel more at ease about contacting the guidance counsellor for

help with courses and careers, and would perhaps have realistic and well developed plans about their present and future.

The "Choices" Career Planning Program is available to all Island high school students. It is a computerized career information system which permits students to search through a large volume of information on the wide range of occupations available in Canada, while taking into account their aptitudes, interests, and other factors. Table 15 shows student responses to the question : Have you ever done the "Choices" Career Planning Program?

Table 15

USE OF "CHOICES" PROGRAM

Have you ever done the "Choices" Career Planning Program?

	Total		Male		Female	
	#	%	#	%	#	%
Yes	1043	23.8	375	19.8	590	27.4
No	3335	76.2	1516	80.2	1564	72.6
Total	4,378	100.0	1,891	100.0	2,154	100.0

Source: Student Attitude Survey, 1985, Question 34

Almost 76% of the students who answered this question said they have

not done the "Choices" Career Planning Program.* More females, 27%, than males, 20%, reported participating in the "Choices" Program.

The following question was aimed at those students who had completed the "Choices" program. In order to determine how helpful they perceived the program to be they were asked: "How helpful did you find the "Choices" Career Planning Program in selecting an occupation or career?" Table 16 gives the responses.

Table 16

EVALUATION OF "CHOICES" PROGRAM

How helpful did you find the "Choices" Career Planning Program in selecting an occupation or career?

	Total		Male		Female	
	#	%	#	%	#	%
Very helpful	141	13.4	44	11.6	89	15.0
Helpful	631	59.8	230	60.5	358	60.3
Not at all helpful	283	26.8	106	27.9	147	27.7
Totals	1,055	100.0	380	100.0	594	100.0

Source: Student Attitude Survey, 1985, Question 35

* Additional data analysis would reveal how many had been exposed to the "Choices" Program by Grade 12.

Of the students who responded, the majority, 73%, said it was helpful or very helpful. A slightly larger number of females than males found "Choices" helpful.

4.4 Summary

Although the male-female differences in factors that influence selection of high school courses are not great, some of these differences are interesting. For example, it appears that high school girls are more likely than boys to take a course out of interest and less likely to select a course because of ability in that subject area. Boys are more likely to select "easy" courses (19% of the boys and 11% of the girls mentioned this factor). It is also worth noting that the guidance counsellor was mentioned as an influence on course selection by only 13% of girls and 9% of boys.

While most students did not indicate the guidance counsellor as a important influence in the selection of their courses, a majority (71%) stated that the major responsibility of the guidance counsellor was to help students choose courses and plan careers. A significant proportion (13%) did not know the guidance counsellor's role. Females were more likely than males to use the guidance counsellor for help in choosing courses, for help in planning careers, and for assistance with personal problems. Female students appear to be making greater use of school guidance services than males. This would seem to suggest that females are more aware of the need for career planning. Possibly the future plans of both sexes are affected by this involvement.

Chapter Five describes what the study revealed of these future plans and expectations.

CHAPTER FIVE

FUTURE PLANS AND EXPECTATIONS

The students were asked to complete several questions concerning their plans after high school, their plans in five years, their career expectations, their personal expectations, and factors which may have influenced their future plans. The purpose of the questions was to determine a) whether or not high school students have clear future plans, and b) how realistic the plans are.

5.1 Plans After High School and Five Years Later

The students were asked to indicate their immediate plans after high school. Table 17 presents the data.

TABLE 17
IMMEDIATE PLANS AFTER HIGH SCHOOL

	Male	%	Female	%	Total	%
To Get a Job	462	24.3	281	13.0	817	18.6
Go to Technical or Community School	239	12.5	346	16.0	624	14.2
Go to University	800	42.1	1132	52.4	2071	47.1
Unsure	264	13.9	196	13.7	612	13.9
Other	136	7.2	104	4.8	269	6.1
Totals	1901	100.0	2159	100.0	4393	100.0

Source: Student Attitude Survey, 1985 Question 36

A minority, 19%, planned to get a job. Male students were much more likely than females to indicate they would go to work after high school (24% of male and 13% of female students). It is interesting to note that a higher percentage of female students indicated they were going to continue with their education than the male students; 13% of the male students indicated they were going to go to technical school or community school compared with 16% of the female students. The difference was even greater in the number of female students planning to attend university (52%) compared with the number of male students planning to attend university (42%). A substantial portion (14%) of the male and female students indicated they were unsure of what they were planning to do after high school. Other plans such as joining the armed forces or travelling for a year were mentioned by 7% of males and 5% by females. In summary, two out of every three females planned to continue their education compared to approximately one out of every two males. An equal percentage (14%) of males and females were uncertain as to their future plans.

The students were also asked to indicate what they thought they would be doing in five years after they completed high school. Table 18 presents the results.

TABLE 18
PLANS FIVE YEARS AFTER HIGH SCHOOL

	Male	%	Female	%	Total	%
Working in Paid Labour Force	921	48.6	916	42.5	1972	45.0
Working as a Full-Time Homemaker	8	0.4	52	2.4	68	1.6
Still Studying	332	17.5	502	23.3	899	20.5
Unsure	474	25.0	605	28.0	1178	26.9
Other	161	8.5	82	3.8	265	6.0
Totals	1,896	100.0	2,157	100.0	4,382	100.0

Source: Student Attitude Survey, 1985, Question 44

Five years after graduating from high school, 49% of the male students thought they would be working in the paid labor force compared with 43% of the female students. Only 0.4% of the male students indicated they would be working as a full-time homemaker and 2% of the female students indicated they would be working as a full-time homemaker. One might expect the percentage of females anticipating being a full-time homemaker would be higher. 18% of the male students thought they would still be studying compared with 23% of the female students. The number of students who were uncertain as to what their plans would be five years after high school is much higher than in Table 17, more than doubled for females. Thus, more than 40%

of both males and females indicated they would be working in the paid labour force five years after high school. More females expected to be still studying which is consistent with the earlier result that more females planned to enroll in a university or college.

5.2 Personal Expectations

The students were asked to complete several questions concerning their personal expectations. These questions were: Do you want to get married? Do you want to become a parent? How many children would you like to parent? Do you want to stay in P.E.I. on a permanent basis? and Do you expect to find work in your chosen occupation in P.E.I? The following section presents the results of these questions.

Marriage

The students were asked to complete the question: Do you want to get married? Table 19 presents the answers to this question.

Table 19
DESIRE TO MARRY

	Male	%	Female	%	Total	%
Yes	1448	76.2	1870	86.6	3571	81.2
No	84	4.4	54	2.5	157	3.6
Unsure	369	19.4	235	10.9	669	15.2
Total	1901	100.0	2159	100.0	4397	100.0

Source: Student Attitude Survey, 1985, Question 16

The difference in the number of male students who wanted to get married and the number of female students who wanted to get married was quite noticeable; 76% of the male students wanted to get married compared

with 87% of the female students; 4% of the male students indicated they did not want to get married compared with 3% of the female students; 19% of the male students were undecided on whether they wanted to get married compared with 11% of the females.

How does this compare with the students desire to parent?

Desire to Parent.

The students were asked the question: 'Do you want to become a parent?' Table 20 represents the results.

Table 20
DESIRE TO PARENT

	Male	%	Female	%	Total	%
Yes	1426	75.1	1817	84.1	3489	79.6
No	102	5.4	92	4.3	210	4.8
Unsure	371	19.5	251	11.6	687	15.6
Totals	1899	100.0	2160	100.0	4395	100.0

Source: Student Attitude Survey, 1985 Question 17

Of the female students who completed the survey, 84% indicated they wanted to become a parent. A smaller number of male students, 75%,

indicated they wanted to become a parent. Only 4% of the female students indicated they did not want to become a parent compared with 5% of the male students. 12% of the female students and 20% of the male students were unsure whether they wanted to be a parent.

It is interesting to compare the "desire to marry" results with the "desire to parent". The results are fairly consistent; however, a slightly smaller percentage of both males and females wanted to be a parent. Females are more likely to want to marry and to be parents than males.

Number of Children

The students who indicated they wanted to become a parent were asked how many children they would like to parent. Table 21 represents the data.

Table 21
NUMBER OF CHILDREN DESIRED

	Male	%	Female	%	Total	%
1-3 children	1202	82.8	1528	83.5	2947	83.2
4-6 children	159	11.0	268	14.6	462	13.1
6 or more	90	6.2	35	1.9	132	3.7
Total	1451	100.0	1831	100.0	3541	100.0

Source: Student Attitude Survey, 1985, Question 18

The majority of the students, both male and female, wanted to have one

to three children, 83% of the male students and 84% of the female students; 11% of the male students wanted to parent four to six children compared with 15% of the female students. The number of students who wanted to parent six or more was much lower; 6% of the male students and 2% of the female students wanted to parent six or more children. It is interesting to note that a higher percentage of males (6%) wanted six or more children as compared to females (2%).

Desire to Stay in P.E.I.

The students were asked to answer the question: "After you have completed your education/training, do you want to stay in P.E.I. on a permanent basis?" Table 22 shows the results of this question.

Table 22
DESIRE TO STAY IN P.E.I.

	Male	%	Female	%	Total	%
Yes	492	26.3	468	22.4	1033	24.0
No	559	29.9	640	30.6	1288	30.0
Unsure	821	43.9	985	47.1	1974	46.0
Totals	1872	100.0	2093	100.0	4295	100.0

Source: Student Attitude Survey, 1985 Question 19

The results of this question were surprising. Only 26% of the male students and 22% of the females wanted to remain in P.E.I.; 30% of the male

students and 31% of the female students did not want to stay on a permanent basis. A large percentage of the students were undecided on whether they wanted to remain on the Island; 44% of the male students and 47% of the female students indicated they were unsure on whether they wanted to remain in P.E.I. on a permanent basis. It is interesting to note that only 8% of those in the survey had lived in P.E.I. for five years or less; thus , the majority of those indicating they did not wish to stay had lived on the Island six or more years.

Expectations in P.E.I.

The students were asked to indicate whether they expected to find work in their chosen occupation in P.E.I. Table 23 represents the results.

Table 23
EXPECTATIONS IN P.E.I

Do you expect to find work in your chosen occupation in P.E.I.?

	Male	%	Female	%	Total	%
Yes	552	29.6	600	28.5	1242	28.9
No	476	25.5	459	21.8	1017	23.6
Unsure	840	45.0	1046	49.7	2045	47.5
Totals	1,868	100.0	2,105	100.0	4,304	100.0

Source: Student Attitude Survey, 1985 Question 20

The results of this question are similar to the question on whether the students wanted to stay in P.E.I on a permanent basis. Only 30% of the male students and 29% of the female students indicated that they expected to find work in their chosen occupation in P.E.I. 26% of the male students and 22% of the female students did not expect to be able to find work in their chosen occupations in P.E.I. A large number of the students were unsure about finding work in their chosen occupation in P.E.I.; 45% of the male students and 50% of the female students indicated they were unsure. One reason for this high number could possibly be that some of the students have not chosen an occupation yet and therefore would not know if they would be able to find

work here. However, students would appear to be somewhat pessimistic about finding work in their chosen profession in P.E.I.

5.3 Personal Expectations In Relation to Future Plans

One section of the Student Survey explored the personal expectations of students in relation to their future plans. Students were asked if they had ever considered establishing a business of their own, whether or not they would be able to achieve their job or career plans, and how long they expected to work in the paid labour force. Tables 24 through 26 examine the findings.

Table 24
ESTABLISHING YOUR OWN BUSINESS

Have you considered establishing your own business?

	Total	%	Male	%	Female	%
Yes	1301	30.3	700	37.8	516	24.3
No	2997	69.7	1154	62.2	1606	75.7
Totals	4,298	100.0	1,854	100.0	2,122	100.0

Source: Student Attitude Survey, 1985, Question 42

The majority of students who answered this question had not considered establishing their own business. Approximately 30% said they had thought about establishing a business with slightly more males, (38%), saying yes than females, (24%). It is interesting to note that approximately one in three males and one in five females had contemplated establishing their own business when the actual proportion of those self-employed in P.E.I. is much lower (16.9% for males and 3.9% for females).

Students were also asked if they thought they would achieve their future plans.

Table 25
ABILITY TO ACHIEVE PLANS

Do you think you will be able to achieve your job or career plans?

	Total		Male		Female	
	#	%	#	%	#	%
Yes	4104	95.6	1766	95.1	2040	96.3
No	190	4.4	91	4.9	78	3.7
Total	4,294	100.0	1,857	100.0	2,118	100.0

Source: Student Attitude Survey, 1985, Question 43

Table 25 indicates clearly that students are confident about their future aspirations. A total of 96% said yes when asked if they thought they

would be able to achieve job and career plans. Male and female students appear to be equally confident in this area.

In addition, students were asked their future labour force plans.

Table 26
TIME IN THE LABOUR FORCE

How long do you want to work in the paid labor force?

	Total		Male		Female	
	#	%	#	%	#	%
Less than 5 years	248	5.8	114	6.2	119	5.7
5 - 10 years	650	15.3	182	9.9	412	19.7
11 - 20 years	1037	24.5	326	17.8	632	30.2
More than 20 years	2221	52.4	1151	62.9	911	43.5
I don't plan on working	58	2.0	57	3.1	21	1.0
Totals	4,241	100.0	1,830	100.0	2,095	100.0

Source: Student Attitude Survey, 1985, Question 45

Table 26 demonstrates that 52% of the students who answered this question planned on working in the paid labour force for more than twenty years. Although more than twenty years was the most frequent response for both sexes, more males planned on spending over twenty years at their occupations than females. In fact, 56% of the female students planned on spending less than twenty years in the paid labour force compared to 34% of the male students.

Clearly, more females think they will be spending less time in the

labour force than males. A recent national study indicated that this is a common misconception among young females.

5.4 Summary

A number of questions were asked in the survey concerning the future plans of the students, their personal and career expectations, and factors which may have influenced these plans and expectations.

It is interesting that female students were much more likely to have plans to continue their education after high school than were males; were more likely to be planning a university education; and were more likely to expect that they would still be studying five years beyond high school. Statistics on higher education in Canada indicate a trend towards increasingly higher female enrolments at Canadian universities; in 1982, 52% of undergraduate students were female. (Statistics Canada, 1984, as shown in What Will Tomorrow Bring?, p.13). P.E.I. high school graduates are apparently following the same trend.

There were more male students than females planning to go to work immediately after high school (24% and 13%); 49% of males and 43% of females planned to be working five years after high school. There was a lot of uncertainty regarding future plans. For example, 28% of female students and 25% of male students were unsure of what they would be doing five years after high school.

Responses to the questions on their expectations regarding marriage,

parenting, and size of family were revealing. While there was some uncertainty about these things, the great majority, around 80%, wanted both marriage and children. Female students were more likely than males to want to marry (87% vs. 76%) and to want to become parents (84% vs. 75%). Male students, however, seemed more inclined towards very large families.

The long-time custom of young people in the Maritime Provinces leaving their home province to pursue their careers is apparently alive and well in P.E.I. Only 24 % of the students indicated they wanted to remain in P.E.I. on a permanent basis and only 29% thought they would be able to find work in their chosen careers here. There was a lot of uncertainty expressed over these issues. Apparently many preferred a "wait and see" strategy towards planning to remain or stay on the Island. Male and female students were similar in their responses.

The percentage of students who had considered establishing their own business sometime in the future (30%) is higher than the actual proportion of self-employed in the province. A considerably higher proportion of males (38%) than females (24%) had thought of this career option.

There was a high level of optimism about achieving job or career plans and male and female students appeared to be about equally confident in this respect. However, long-term projections regarding the number of years spent in the labour force were somewhat unrealistic, especially for female students. Less than half of the high school girls (44%) stated that they wanted to work twenty or more years in the paid labour force as compared with 63% of the boys. Clearly, many young women of today do not have a clear

picture of the realities of women in the workplace and the probable need for most to continue working into middle age and beyond.

It is quite possible that many of the students' future plans and expections are related to their attitudes towards the roles of men and women in today's society. The following chapter reports the results of survey questions that explored these attitudes.

CHAPTER SIX

THE ROLES OF MEN AND WOMEN IN SOCIETY

6.1 Introduction

In exploring students' attitudes towards the roles of men and women in society, the attitude section of the questionnaire presented the students with twenty pairs of statements. They were instructed to pick the one statement of each pair they agreed with the most and then indicate the level of their agreement - strongly, moderately, or slightly.

The attitude scale was developed by Dr. Elizabeth Percival and Dr. Terrance Percival of the Psychology Department at the University of Prince Edward Island for research purposes. A shorter, slightly modified version of the scale was used for this project. The twenty pairs of statements addressed the following five variables:

(1) equal opportunity
(2) family equality
(3) female initiative
(4) stereotypic identification
(5) stereotypic belief

The following section provides the results of the attitude questions concerning the roles of women and men in the home and in the workplace.

6.2 Equality in the Workplace

One of the goals of society today is equality for women and men in the workplace. Four pairs of statements were included to obtain the students' perceptions of equal opportunity. Tables 27 through 30 present the responses to these statements.

Table 27 demonstrates that the most popular response for all students was agreement with a strict merit system in job appointment and promotion without regard to sex; 52% were in strong favor of this and a total of 82% of the students who answered this question agree to some degree with the strict merit system. However, 18% of the respondents agreed that in some cases men should be given preference over women in the workplace. When broken down by sex, 73% of the male students agreed with the strict merit system compared to 90% of female students. Clearly, females felt more strongly than males about the importance of the merit system. The second statement was less popular with 27% of the males and 10% of the females agreeing that sometimes men should be given preference over women in job appointment and promotion. Males and females differed in their perceptions of equal opportunity in the workplace, with more females than males believing in the need for the merit system. When interviewed, a few male students said that a married man with a family should be given hiring preference over an equally qualified single woman.

Table 27
ATTITUDES TOWARDS APPOINTMENT AND PROMOTION

a). There should be a strict merit system in job appointment and promotion without regard to sex.

	Total		Male		Female	
	#	%	#	%	#	%
Agree strongly	1983	51.7	574	36.1	1285	65.3
Agree moderately	983	25.6	475	29.8	433	22.0
Agree slightly	180	4.7	112	7.0	522	2.6
Total	3,146	82.0	1,161	72.9	1,770	89.9

b) In some cases men should be given preference over women in job appointment and promotion.

	Total		Male		Female	
	#	%	#	%	#	%
Agree strongly	175	4.6	148	9.3	15	0.8
Agree moderately	244	6.4	150	9.4	68	3.5
Agree slightly	270	7.0	133	8.4	116	5.9
Total	689	18.0	431	27.1	199	10.2

Source: 1985, Student Attitude Survey, question 48

Equal opportunity is also important in businesses and professions. Table 28 illustrates student attitudes towards men and women in business and professional roles.

Table 28
EQUAL OPPORTUNITY IN BUSINESS & PROFESSIONS

a) Some businesses and professions are not suitable for women.

	Total		Male		Female	
	#	%	#	%	#	%
Agree strongly	508	13.1	393	24.1	63	3.2
Agree moderately	478	12.3	289	17.7	152	7.7
Agree slightly	320	8.2	178	10.9	120	6.1
Total	1306	33.6	860	52.7	335	17.0

b) Women should have the opportunity to assume their place in all professions along with men.

	Total		Male		Female	
	#	%	#	%	#	%
Agree strongly	1539	39.6	324	19.9	1117	56.3
Agree moderately	797	20.4	318	19.5	430	21.7
Agree slightly	248	6.4	128	7.9	101	5.1
Total	2584	66.4	770	47.3	1648	83.1

Source: Student Attitude Survey, 1985 question 52

Table 28 indicates that 66% of the responding students felt women should have the opportunity to assume their place in all professions along with men, but there were substantial male-female differences of opinion. A significant 83% of the female students were in favor of women participating in all professions compared to only 47% of the male students.

A slight majority of males, 53%, felt that some businesses and professions are not suitable for women compared to only 17% of females. This indicates that some males believe women should only occupy certain jobs. This is clearly a denial of equal opportunity for the sexes and this type of attitude can result in discrimination.

During student interviews, many males said that there were jobs that were not suitable for women such as those involving heavy manual labor. Some females interviewed shared the male students' views on women in physically demanding occupations, but most agreed that if a woman was able to do heavy work, she should be as free to occupy this type of job as a man who was able to do the same work.

Apprenticeship has been traditionally a form of training utilized by males, which raises the question of equal opportunity in this area. The most popular response for all students in Table 29 is agreement with women being given equal opportunity with men for apprenticeships in the various trades. A total of 83% of all students were in favor of this. Nevertheless, almost 17% felt that men should be given preference over women for apprenticeships.

Table 29
EQUAL OPPORTUNITY IN APPRENTICESHIPS

a) Women should be given equal opportunity with men for apprenticeship in the various trades.

	Total		Male		Female	
	#	%	#	%	#	%
Agree strongly	1946	44.9	543	33.3	1282	64.6
Agree moderately	1010	25.9	486	29.8	446	22.5
Agree slightly	295	7.6	161	9.9	103	5.2
Total	3251	83.4	1190	73.0	1831	92.3

b) Men should be given preference over women for apprenticeship in some trades.

	Total		Male		Female	
	#	%	#	%	#	%
Agree strongly	146	3.7	114	7.0	20	1.0
Agree moderately	278	7.1	196	12.0	61	3.1
Agree slightly	222	5.7	132	8.1	71	3.6
Total	646	16.5	442	27.1	152	7.7

Source: Student Attitude Survey, 1985 question 56

When Table 29 is broken down by sex, it shows that a large portion of the female students, 92%, were in favor of women having equal opportunity

for apprenticeship compared to 73% of the male students. A total of 27% of the males felt men should be given preference over women for apprenticeship compared to 8% of the females. Once again it is apparent that 1 in 4 male high school students do not believe in equal opportunity for females. This is consistent with the earlier response to the question concerning equal opportunity in appointment and promotion. Although the majority in both sexes were in favor of equal opportunity, it is clear that female students were more definite about women being given an equal chance for apprenticeship than male students.

Equal opportunity in hiring and promotion is a major concern in today's society.

Table 30 illustrates that 75% of all students felt men should not be given preference over women in being hired or promoted. Some students however, did feel that there are many jobs in which men should be given preference, 26% in all.

Table 30
EQUAL OPPORTUNITY IN HIRING AND PROMOTION

a) There are many jobs in which men should be given preference over women in being hired or promoted.

	Total		Male		Female	
	#	%	#	%	#	%
Agree strongly	270	6.9	196	11.9	33	1.9
Agree moderately	387	9.9	247	15.1	113	5.7
Agree slightly	342	8.7	224	13.7	100	5.0
Total	999	25.5	667	40.7	246	12.6

b) Men should not be given preference over women in being hired or promoted.

	Total		Male		Female	
	#	%	#	%	#	%
Agree strongly	1808	46.2	394	24.0	1289	64.8
Agree moderately	767	19.6	377	23.0	334	16.8
Agree slightly	340	8.7	203	12.4	115	5.8
Total	2915	74.5	974	59.3	1738	87.4

Source: Student Attitude Survey, 1985, question 62

Once again a large majority of the female students indicated their support of equal opportunity in the workplace; 87% of the females indicated that men should not be given preference compared to 59% of the male students. However, 41% of the males believed men should be given

preferential treatment in hiring and promotion, clearly supporting discrimination against women and 13% of the females felt the same way.

The preceding responses demonstrate that, generally, P.E.I. high school students are in favor of equality in the workplace. However, male and female responses often differed greatly. Overall, female students appeared to be far more concerned about equal opportunity for women and men in the labor force than did male students. Although equality in the workforce is a main concern of society, equality within the family is no less important. Indeed, each is influenced by the other.

6.3 Equality Within the Family

Society's perceptions of male and female roles in the family are changing. In the past, a woman's place in the home was to care for the children and assume all household chores. Tables 31 through 34 present the responses to the statements designed to measure students' perceptions of family equality and of male and female roles in the home.

Table 31
EQUAL PARTNERS OR FAMILY HEAD

a) The husband should be the head of the family.

	Total		Male		Female	
	#	%	#	%	#	%
Agree strongly	341	8.8	254	15.8	58	2.9
Agree moderately	146	3.8	92	5.7	42	2.1
Agree slightly	107	2.8	60	3.7	39	2.0
Total	594	15.4	406	25.2	139	7.0

b) The husband and wife should be equal partners in all respects.

	Total		Male		Female	
	#	%	#	%	#	%
Agree strongly	2515	65.3	776	48.3	1561	79.2
Agree moderately	541	14.0	316	19.7	190	9.6
Agree slightly	203	5.3	108	6.7	81	4.1
Total	3,259	84.6	1,200	74.7	1,832	93.9

Source: Student Attitude Survey, 1985, question 50

When asked to indicate their opinions on family equality, 85% of the students surveyed said a husband and wife should be equal partners (Table 31). Many more females, 94%, than males, 75%, agreed with equal partnership in a marriage. A significant portion (25%) of male students felt the husband should be the head of the family compared to only 7% of female students. This means that one in four males were not in favor of equality within the

family; rather, males were considered to be the "proper" head of the family.

Another important aspect of family equality is ownership of the family property.

Table 32
OWNERSHIP OF FAMILY PROPERTY

a) Both work done in the home and work done outside the home should be given equal weight in deciding who owns family property.

	Total		Male		Female	
	#	%	#	%	#	%
Agree strongly	1466	37.9	437	27.0	932	47.1
Agree moderately	1223	31.6	506	31.3	628	31.8
Agree slightly	429	11.1	228	14.1	171	8.6
Total	3118	80.6	1171	72.4	1731	87.5

b) Although one may take into account the value of work done in the home, wages buy property so the wage earner should be considered the owner of the family property.

	Total		Male		Female	
	#	%	#	%	#	%
Agree strongly	174	4.5	114	7.0	48	2.4
Agree moderately	334	8.6	194	12.0	106	5.4
Agree slightly	244	6.3	139	8.6	92	4.7
Total	752	19.4	447	27.6	246	12.5

Source: Student Attitude Survey, 1985, Question 58

Although 19% of all students surveyed said the wage earner should be the owner of the family property, the majority, 81%, felt that work done

inside the home should be given equal weight in deciding ownership. (Table 32).

A large percentage , 88%, of female students agreed with equal ownership compared to 71% of males. Those who felt the wage earner alone should own the family property were represented by 27% of the males compared to 13% of the females. Once again it is one in four males who do not support equality in the ownership of property.

When interviewed, almost all of the students agreed that work done inside and outside the home should be given equal weight in deciding ownership. Many felt that work done within the home was equally as important as work that brought in the wages. One male explained that paid labour and housework were interdependant and that a home could not function properly without either.

Financial decision making is another area which affects family equality. A large majority of all students (94%) were in favor of equality in financial decision making as shown in Table 33. Only 6% thought that the financial decisions should be up to the husband alone. The majority in both sexes were in favor of sharing financial decisions equally, with 97% of the female students agreeing compared to 90% of the males. Only 3% of females felt the financial decisions should be up to the husband compared with 10% of males.

Table 33
FINANCIAL DECISION MAKING

a) The husband and wife ought to share equally in making financial decisions.

	Total		Male		Female	
	#	%	#	%	#	%
Agree strongly	2728	69.7	905	55.2	1630	81.9
Agree moderately	721	18.4	415	25.3	251	12.6
Agree slightly	219	5.6	152	9.3	53	2.7
Total	3,668	93.7	1,472	89.8	1,934	97.2

b) While the husband may wish to consult other family members, the final financial decisions are up to him.

	Total		Male		Female	
	#	%	#	%	#	%
Agree strongly	88	2.2	59	3.6	19	1.0
Agree moderately	81	2.1	56	3.4	16	0.8
Agree slightly	77	2.0	53	3.2	21	1.1
Total	246	6.3	168	10.2	56	2.9

Source: Student Attitude Survey, 1985, question 61

Every home must deal with the responsibilities of housework and child care. Table 34 illustrates student opinions on this issue.

Table 34
HOUSEWORK AND CHILD CARE

a) It is all right for a wife to work to contribute to the family income as long as she is able to cope with the housework and raising the children.

	Total		Male		Female	
	#	%	#	%	#	%
Agree strongly	272	7.0	164	10.0	80	4.0
Agree moderately	283	7.3	177	10.8	76	3.8
Agree slightly	132	3.4	95	5.8	28	1.4
Total	687	17.7	436	26.6	184	9.2

b) If a wife works to contribute to the family income, the husband ought to expect to share the housework and child rearing duties.

	Total		Male		Female	
	#	%	#	%	#	%
Agree strongly	2243	57.6	617	37.8	1473	74.4
Agree moderately	725	18.6	416	25.5	264	13.3
Agree slightly	238	6.1	164	10.0	58	2.9
Total	3,206	82.3	1,197	73.3	1,795	90.8

Source: Student Attitude Survey, Question 65

A total of 82% of all students who reponded were in favor of a husband helping his working wife with the housework and child care (Table 34). It is interesting that 91% of the females were in favor of a husband helping out, compared to 73% of the males.

Some students felt a wife should only work outside of the home if she was able to do household duties as well. Almost 27% of the male students felt this way compared to 9% of female students. In other words, almost one in ten females and slightly over two in ten males did not support equality in housework and child care tasks.

Although the roles of men and women have become less defined in today's society, female initiative is still discussed from opposing points of view.

6.4 Female Initiative

Female initiative in dating, intimate activity and related issues has frequently been perceived as inappropriate in the past. Tables 35 through 38 show some of the students' perceptions of female initiative, as measured in the 1985 survey.

A small majority of students, 55%, thought it should be the man's prerogative to propose marriage; 45% indicated that a woman as well as a man should be free to propose (Table 35). More females, 58%, than males, 50%, felt the man should propose marriage.

Table 35
INITIATIVE IN MARRIAGE PROPOSALS

a) It should be the man's prerogative to propose marriage.

	Total		Male		Female	
	#	%	#	%	#	%
Agree strongly	1131	29.2	434	26.7	613	31.0
Agree moderately	754	19.5	269	16.6	426	21.6
Agree slightly	235	6.1	104	6.4	115	5.8
Total	2,120	54.8	807	49.7	1,154	58.4

b) A woman should be as free as a man to propose marriage.

	Total		Male		Female	
	#	%	#	%	#	%
Agree strongly	791	20.4	400	24.6	340	17.2
Agree moderately	681	17.6	300	18.5	336	17.0
Agree slightly	284	7.3	118	7.3	145	7.3
Total	1,756	45.3	818	50.4	821	41.5

Source: Student Attitude Survey, Question 51

Males appear to be more receptive than females to the notion of females proposing marriage (50% vs. 42% of females). When interviewed, some of the male students said they would be quite flattered if a woman proposed marriage to them. Almost all of the female students interviewed agreed in theory with a woman proposing. However, most said that personally, they would not consider proposing to a man.

Long before the idea of marriage is entertained, someone has to establish the relationship.

The majority of students felt a woman should be able to make the first move in establishing a relationship (Table 36). Almost 80% answered this way. The male and female students were in close agreement about this type of female initiative; 82% of the males along with 79% of the females agreed with a woman making the first move. However, 22% of females and 18% of males said a woman should wait for a man to make the first move.

Table 36
INITIATIVE IN ESTABLISHING A RELATIONSHIP

a) A woman may, through subtle means, let a man know that she is interested in him, but must wait for him to make the first move in establishing a relationship.

	Total		Male		Female	
	#	%	#	%	#	%
Agree strongly	224	5.8	68	4.2	136	6.9
Agree moderately	379	9.8	138	8.5	215	10.8
Agree slightly	178	4.6	91	7.5	75	3.8
Total	781	20.2	297	18.2	426	21.5

b) If a woman is interested in a man, she should be able to make the first move in establishing a relationship.

	Total		Male		Female	
	#	%	#	%	#	%
Agree strongly	1806	46.5	822	50.5	859	43.3
Agree moderately	1009	26.0	387	23.8	554	27.9
Agree slightly	289	7.4	122	7.5	145	7.3
Total	3,104	79.9	1,331	81.8	1,558	78.5

Source; Student Attitude Survey, 1985, question 53

Once again, more females than males are hesitant about the prospect of female initiative, whether it be proposing marriage or establishing a relationship.

In many long-term relationships between women and men there is intimate activity.

Table 37
INITIATIVE IN INTIMATE ACTIVITY

a) In relationships, the initiative for intimate activity should come from the man.

	Total		Male		Female	
	#	%	#	%	#	%
Agree strongly	109	2.8	65	4.0	37	1.9
Agree moderately	235	6.0	122	7.5	94	4.7
Agree slightly	146	3.8	70	4.3	66	3.3
Total	490	12.6	257	15.8	197	9.9

b) In relationships, the woman as well as the man should be able to initiate intimate activity.

	Total		Male		Female	
	#	%	#	%	#	%
Agree strongly	2013	51.8	775	47.7	1103	55.7
Agree moderately	1105	28.4	471	29.0	548	27.6
Agree slightly	279	7.2	122	7.5	134	6.8
Total	3,397	87.4	1,368	84.2	1,785	90.1

Source; Student Attitude Survey, question 59

Most students (87%) indicated that a woman or a man should be able to initiate intimate activity (Table 37). A large majority of female students, 90%, were in favor of female initiative in this area compared to 84% of male students. Only 10% of the females felt that the initiative for intimate activity should always come from the man compared to 16% of the males. Thus, more males felt that initiating intimate activity should be a male prerogative; however, almost one in ten females felt that same way.

Dating is another area where either the male or the female has to take the initiative.

In Table 38, 74% of all students who answered this question thought it was acceptable for a woman to take the initiative in dating; 26%, however, felt that the initiative in dating should come from the man. The male and female responses were similar.

Overall, it appears that there is still a significant portion of the female student population who believe that males should take the initiative in establishing relationships, dating , marriage proposals and intimate activity.

Table 38
INITIATIVE IN DATING

a) The initiative in dating should come from the man.

	Total		Male		Female	
	#	%	#	%	#	%
Agree strongly	337	8.7	135	8.3	176	8.9
Agree moderately	435	11.2	166	10.2	224	11.3
Agree slightly	253	6.5	113	7.0	120	6.1
Total	1,025	26.4	414	25.5	520	26.3

b) A woman has the same right as a man to take the initiative in dating.

	Total		Male		Female	
	#	%	#	%	#	%
Agree strongly	1497	38.5	606	37.3	798	40.3
Agree moderately	1001	25.8	440	27.1	491	24.8
Agree slightly	363	9.3	164	10.1	173	8.7
Total	2,861	73.6	1,210	74.5	1,462	73.8

Source; Student Attitude Survey, question 66

6.5 Stereotypical Indentification

Society has traditionally prescribed suitable roles for both males and females. These stereotypical roles have reflected societal expectations of

male and female capabilities.

Tables 39 through 42 present the responses to the statement designed to measure stereotypic identification. Table 39 shows that 62% of all students would like to be considered a masculine man or a feminine woman; however, 38% , indicated that this was not very important to them. More males, (67%) than females, (59%) felt it was important to be masculine or feminine. A total of 41% of the female students did not feel it was important to be considered masculine or feminine compared to 33% of the male students.

Table 39
BEING CONSIDERED MASCULINE OR FEMININE

a) It is not very important to me that I be considered a masculine man or feminine woman.

	Total		Male		Female	
	#	%	#	%	#	%
Agree strongly	335	8.6	132	8.1	181	9.1
Agree moderately	759	19.6	265	16.4	430	21.7
Agree slightly	389	10.0	141	8.7	208	10.5
Total	1,483	38.2	538	33.2	819	41.3

b) I would like to be considered a masculine man or feminine woman.

	Total		Male		Female	
	#	%	#	%	#	%
Agree strongly	1037	27.7	524	32.3	474	23.9
Agree moderately	990	25.5	410	25.3	522	26.3
Agree slightly	334	8.6	145	9.1	167	8.4
Total	2,397	61.8	1,082	66.7	1,163	58.6

Source; Student Attitude Survey, 1985, Question 55

Table 40

DOING TASKS USUALLY DONE BY THE OPPOSITE SEX

a) I would feel uneasy doing something that is usually only done by the opposite sex.

	Total		Male		Female	
	#	%	#	%	#	%
Agree strongly	644	16.6	429	26.4	172	8.7
Agree moderately	728	18.8	390	24.0	285	14.4
Agree slightly	520	13.4	225	13.9	253	12.8
Total	1,892	48.8	1,044	64.3	710	35.9

b) I would not necessarily feel uneasy doing something usually done by the opposite sex.

	Total		Male		Female	
	#	%	#	%	#	%
Agree strongly	639	16.5	148	9.1	454	23.0
Agree moderately	946	24.4	268	16.5	601	30.4
Agree slightly	400	10.3	163	10.0	209	10.6
Total	1,985	51.2	579	35.6	1,264	64.0

Source; Student Attitude Survey, 1985, question 60

Although 51% of all students said they would not feel uneasy doing something usually done by the opposite sex, almost 49% said they would (Table 40). More males, 64%, would feel uneasy doing the opposite sex's tasks than females, 36%.

The majority of females surveyed, 64%, wouldn't mind doing the tasks usually done by the oposite sex compared to 36% of the males. Thus, almost

twice as many females as males were comfortable in doing tasks normally carried out by the opposite sex.

A small majority of students, 58%, felt it was important that men be masculine and women be feminine (Table 41). More males, 64%, than females, 53%, said it was important to them that men were masculine and women feminine.

Of the females, 47% indicated that being masculine and feminine was not too important, while 36% of the males felt this way. This is consistent with the earlier question concerning masculinity and femininity where 62% agreed with the statement "I would like to be considered a masculine man or feminine woman" (Table 39). However, it is interesting to note that 59% of females said they would like to be considered a feminine woman (Table 39) while 53% thought it very important that women be feminine (Table 41). More than half of the high school girls consider femininity very important.

TABLE 41

IMPORTANCE OF BEING MASCULINE OR FEMININE

a) I do not consider it very important that men be masculine and that women be feminine.

	Total		Male		Female	
	#	%	#	%	#	%
Agree strongly	370	9.4	127	7.7	210	10.6
Agree moderately	806	20.6	274	16.7	482	24.3
Agree slightly	463	11.9	193	11.8	245	12.4
Total	1,639	41.9	594	36.2	937	47.3

b) I consider it very important that men be masculine and that women be feminine.

	Total		Male		Female	
	#	%	#	%	#	%
Agree strongly	864	22.1	454	27.6	356	18.0
Agree moderately	857	21.9	348	21.2	431	21.7
Agree slightly	546	14.0	246	15.0	259	13.1
Total	2,267	58.0	1,048	63.8	1,046	52.8

Source; Student Attitude Survey, 1985, question 63

Table 42
APPROPRIATE BEHAVIOR FOR OWN SEX.

a) It is very important to me that my behavior be considered appropriate to my sex.

	Total		Male		Female	
	#	%	#	%	#	%
Agree strongly	1368	35.5	761	47.0	508	26.0
Agree moderately	1103	28.6	448	17.7	263	28.8
Agree slightly	471	12.2	178	11.0	269	13.8
Total	2,942	76.3	1,387	85.7	1,040	68.6

b) It is not very important to me that my behavior be considered appropriate to my sex.

	Total		Male		Female	
	#	%	#	%	#	%
Agree strongly	263	6.8	68	4.2	180	9.2
Agree moderately	412	10.7	106	6.5	270	13.8
Agree slightly	237	6.1	58	3.6	164	8.4
Total	912	23.6	232	14.3	614	31.4

Source; Student Attitude Survey, 1985, question 67

Most students (76%) reported that it was important to them that their behavior be appropriate to their sex (Table 42). Appropriate behavior seemed to be more important to the male students (86%) compared to 69% for the female students. Only 31% of the females said appropriate behavior was not

important to them compared to 14% of the males.

Thus, males appear to conform more strongly than females to stereotypical conceptions of male and female roles. This is consistent with earlier results which showed males were less likely to support the idea of carrying out tasks usually done by the other sex.

6.6 Stereotypical Perceptions of Male and Female Characteristics

Males and females are frequently perceived to be different in their reactions, emotions, and behavior. Several questions were included to measure students' perceptions of male and female characteristics. Students' responses were closely divided when asked whether or not women become more excitable than men when facing a crisis situation; 46% felt women did become more excitable and 54% said they did not (Table 43).

More males (63%) than females (32%) said that women become more excitable than men in a crisis. The majority of females (68%) said that women do not become more excitable compared to 37% of the males. Clearly, the majority of males perceive females to be more excitable than males, while most females disagree. However, a significant percentage (32%) of females agreed with the male perspective.

TABLE 43

MEN AND WOMEN IN CRISIS SITUATION

a) When facing a crisis situation, women become more excitable than men.

	Total		Male		Female	
	#	%	#	%	#	%
Agree strongly	384	10.0	311	19.4	44	2.2
Agree moderately	732	19.0	378	23.6	299	15.2
Agree slightly	639	16.6	315	19.7	281	14.3
Total	1,755	45.6	1,004	62.7	624	31.8

b) It is not true that women become more excitable in a crisis situation.

	Total		Male		Female	
	#	%	#	%	#	%
Agree strongly	871	22.6	145	9.0	664	33.7
Agree moderately	937	24.4	311	19.4	567	28.8
Agree slightly	283	7.4	143	8.9	114	5.8
Total	2,091	54.4	599	37.3	1,345	68.3

Source; Student Attitude Survey, question 49

Table 44
ABILITY OF MEN AND WOMEN TO BE COMPASSIONATE

a) Both women and men have equal ability to be compassionate and to soothe hurt feelings.

	Total		Male		Female	
	#	%	#	%	#	%
Agree strongly	1,457	37.5	486	29.8	854	43.1
Agree moderately	916	23.6	376	23.1	481	24.3
Agree slightly	226	5.8	122	7.5	92	4.6
Total	2,599	66.9	984	60.4	1,427	72.0

b) Compared to men, women are more able to be compassionate and to soothe hurt feelings.

	Total		Male		Female	
	#	%	#	%	#	%
Agree strongly	402	10.3	195	12.0	171	8.6
Agree moderately	619	15.9	287	17.6	302	15.3
Agree slightly	267	6.9	164	10.1	80	4.0
Total	1,288	33.1	984	39.7	553	27.9

Source; Student Attitude Survey, 1985, question 54

Table 44 indicates that 67% of all students thought men and women have equal ability to be compassionate and to soothe hurt feelings. However, 33% said women are more able to be compassionate and soothing. When broken down by sex, 72% of the females felt men and women were equally

able to be compassionate, compared to 60% of the males. Almost 40% of male students said women are more compassionate compared to 28% of female students.

Table 45

LOGICAL AND RATIONAL OR EMOTIONAL AND INTUITIVE

a) Generally speaking, men are logical and rational while women are more emotional and intuitive.

	Total		Male		Female	
	#	%	#	%	#	%
Agree strongly	231	5.9	177	10.8	31	1.6
Agree moderately	307	7.9	192	11.7	89	4.5
Agree slightly	238	6.1	134	8.2	89	4.5
Total	776	19.9	503	30.7	209	10.6

b) Both men and women have equal potential to be logical, rational, emotional, and intuitive.

	Total		Male		Female	
	#	%	#	%	#	%
Agree strongly	1,937	49.7	528	32.2	1,280	64.5
Agree moderately	951	24.4	470	28.7	414	20.9
Agree slightly	235	6.0	134	8.2	82	4.1
Total	3,123	80.1	1,132	69.2	1,776	89.5

Source; Student Attitude Survey, 1985, question 57

Most students, 80%, said women and men have equal potential to be logical, rational, emotional, and intuitive (Table 45). A large number, 90%, of the female students said men and women have equal potential in these areas compared to only 69% of the male student. In fact, 31% of the males felt that men are logical and rational while women are emotional and intuitive. More that 10% of the females also agreed with this statement.

In the area of decision making, stereotypical notions of male-female differences again appear (Table 46). It is encouraging to see that 85% of the students believed that both men and women have equal ability to use their feelings, their imagination, or their objectivity in making decisions. However, 23% of males agreed that men have a more objective, detached view of things while women rely on their feelings and imaginations while making decisions. Only 8% of female students agree with this latter statement.

Table 46
OBJECTIVITY AND DETACHMENT OR FEELINGS AND IMAGINATION

a) When making decisions, men have a more objective and detached view of things while women rely on their feelings and imagination.

	Total		Male		Female	
	#	%	#	%	#	%
Agree strongly	121	3.1	86	5.2	22	1.1
Agree moderately	270	6.9	174	10.6	76	3.8
Agree slightly	207	5.3	125	7.6	65	3.3
Total	598	15.3	385	23.4	163	8.2

b) When making decisions, both men and women have equal ability to use their feelings, their imagination, or their objectivity.

	Total		Male		Female	
	#	%	#	%	#	%
Agree strongly	1854	47.4	525	32.0	1193	60.1
Agree moderately	1171	29.9	555	33.8	535	27.0
Agree slightly	289	7.4	177	10.8	94	4.7
Total	3,314	84.7	757	76.6	1,822	91.8

Source; Student Attitude Survey, 1985, question 64

6.7 Summary

Student attitudes towards the roles of men and women in today's society, their perceptions of appropriate behavior for men and women, and their ideas of what are typical "male' and "female" personality characteristics were measured in the survey.

The issue of equal opportunity was addressed in examining the students' perceptions of the roles of men and women in the workplace. There are clear male-female differences here. For example, 73% of male students agree with a strict merit system in job appointment and promotion, without regard to sex, as compared with 90% of female students. Conversely, 41% of male students and only 13% of female students agree that there are many jobs in which men should be given preference.

This lack of agreement on the issue of equal opportunity in the workplace may be tied in with the notion that some businesses and professions are not suitable for women; many more males (53%) than females (17%) supported this idea. There was more agreement on access to apprenticeship for the various trades; 73% of males and 92% of females supported the idea of making apprenticeship to the trades equally accessible to men and women. In general, while a majority of both sexes favoured equality in the workplace, most of the resistance to this idea came from the male students.

There appeared to be stronger support among the students for equality in the home and within the family. From 81% to 94% agreed that a husband and

wife should be equal partners, that work done in the home and outside the home should be given equal weight in deciding on ownership of family property, that both spouses ought to share equally in financial decision making, and that working partners should expect to share housework and child care duties. Male-female differences were also evident in attitudes towards family equality, with more of the males holding traditional views. For example, 27% of males did not believe that housework and child care should be shared when both spouses work outside the home and 28% believed that the wage-earner should be the owner of the family property.

A majority of students agreed that taking the initiative in dating, in establishing a relationship, and in intimate activity was appropriate for either the male or the female. It is interesting that 26% of both males and females thought that the male should be the one to ask for a date, however. More than half of the high school students (55%) believed that the man should propose marriage, but female students were more likely than males to think so.

Additional attitude-testing statements on the importance of a "masculine" or "feminine" gender identity revealed that many high school students place a high importance on masculinity or femininity but that significant proportions are less concerned. For example, only one-half of students feel uncomfortable doing tasks usually performed by the opposite sex and 60% would like to be considered a masculine man or a feminine woman. It appears that male students place greater stress on masculinity than females do on femininity; the males appear to conform more strongly to

stereotypical conceptions of male and female roles.

The Student Attitude Survey also measured students' perceptions of male and female personality and behavioral differences. The idea that women become more excited than men in a crisis situation had considerable support from the students, with 63% of males and 32% of females agreeing. Another stereotypical view of women, that they are more compassionate and better able to soothe hurt feelings had the support of 40% of males and 28% of females. The notion that men are more logical and rational while women are likely to be emotional and intuitive was held by 31% of males and only 11% of females. Finally, in the important area of decision making, 85% of students felt that men and women have equal ability to use their feelings, their imaginations or their objectivity. However, 23% of male students and 8% of females agreed that men have a more objective and detached view of things when making decisions.

Thus, a significant number of male high school students and a smaller proportion of females still hold stereotypical notions of male and female characteristics. This would seem to suggest that a public education program is necessary to encourage males and females to relinquish traditional stereotypes and ideas of appropriate behavior. Since the majority of hiring and promotion decisions in the workplace are being made by males, there needs to be a corresponding change in attitudes towards equality at work.

SUMMARY AND CONCLUSIONS

The Student Attitude Survey, which was conducted among 4,405 young men and women in Grades 10, 11, and 12 in Prince Edward Island high schools, examined course selection, factors which influence course selections, future plans, and attitudes towards male and female roles in society. The survey produced a number of interesting findings. Prince Edward Island is a predominantly rural province and a majority of the students were living in rural areas or small towns. This might lead one to expect a more conservative or traditional outlook towards course and career choices and towards male and female roles than would be found in large city high schools. The results of the survey do not always support such assumptions, however. While there is evidence that young men and women in P.E.I. are influenced by traditional expectations in choosing their careers and life roles, and that many hold stereotypical perceptions of what is "appropriate" behavior for men and women in society, there is also evidence that young people, particularly young women, are breaking away from their historical roles and are coming to expect equality with males in the home, in the workplace, and in society in general.

The information obtained on high school course selections indicates that male high school students in P.E.I. are not nearly as over-represented in math and science courses as has been found in other Canadian studies. Nevertheless, P.E.I. high school girls are selecting a smaller number of math

and computer courses than are boys, and girls are more likely to drop math altogether by Grade 12. Enrolment in physics classes, a good indicator of interest in the sciences, is much higher for boys in P.E.I. as well as in other Canadian provinces. Chemistry courses have a higher number of girls than boys, however - a finding that differs from other studies. In general, male students in P.E.I. select a higher number of math and science courses during their high school careers and in so doing are giving themselves a larger number of options at graduation.

It is interesting to note that social studies is a less popular study area than maths and sciences with both males and females. High school boys are more likely than girls to select social studies courses and in particular have a higher enrolment in history, geography, political science, and law.

French language classes, on the other hand, show a strong over-representation of female students. By Grade 12, twice as many girls as boys were enrolled in French courses. French classes show a generally low enrolment for both sexes, considering the career opportunities that come from a knowledge of the two official languages in Canada. It appears that female graduates of P.E.I. high schools are more likely to have this advantage than are males.

Other subject areas that have been considered more 'appropriate" for males or for females show predictable enrolment ratios for the two sexes. Male dominated courses in this group include industrial arts and physical and outdoor education. Courses where females show a large majority are home economics and family living courses. Art and music courses, which have

generally low enrolments, also have a majority of females. It should be noted, however, that in some of the courses that have in the past been considered "male" or "female" subjects, there are signs of some breaking down of sex stereotyping. Girls reported a total of 144 industrial arts courses and boys took 76 home economics courses - an encouraging sign since these courses are optional.

Additional items in the survey questionnaire examined the students' perceptions of what influenced their course selections and their views of what the role of the school guidance counsellor should be. Not surprisingly, the most frequently reported influence on course selection for both males and females was personal interest in a particular course followed by ability in the subject area and the marks usually achieved in that school subject. Friends were also a strong influence on course choice as well as on future career plans. Parents, teachers, and guidance counsellors ranked lower on the list of influences. In general, the responses suggested that high school students are likely to make up their own minds on what courses to take.

Although the percentage of students who reported guidance counsellors as an important influence on course selection was low (9% of boys and 13% of girls), the majority (67% of boys and 74% of girls) were aware that help with career planning and course choices were major responsibilities of the guidance counsellor. A significant percentage (17% of boys and 9% of girls) did not know what the guidance counsellor's role is. When asked about actual use of guidance services, about 57% had sought help in choosing courses and

46% in planning careers. It is not clear why the use of counselling services is not greater but availability and visibility of the counsellor may be factors. It may also be that students do not seek counselling until near the end of their high school careers - an analysis by grade would clarify this. Personal interviews with students suggested that they preferred to ask family and friends for help in course selection and career planning. Overall, girls are more likely than boys to use school guidance services.

While the data on course selection suggest that females, by taking fewer math and science courses than males, are placing greater restrictions on their options for further study, girls were nevertheless more likely than boys to have plans to continue their education after high school and to plan a university education. Analysis of enrolment statistics in Canadian universities indicates an increasingly higher percentage of female students; P.E.I. has apparently joined this trend.

While only about one-quarter of the students expected to stay on P.E.I. and find work after completing their education, there was nevertheless a high level of optimism about achieving job or career plans, whether on P.E.I. or elsewhere. For about one-third of the students these plans included the possibility of starting their own business.

It appears from the survey data that many high school students are not seriously considering the number of years they will probably spend in the work force. Long-term projections were somewhat unrealistic, especially for the female students; less than half of the girls (44%) stated that they wanted

to work twenty or more years in the paid labour force. Most women today are continuing to work into middle age and beyond and do so out of economic necessity. It should be of some concern that many high school girls are unaware of this reality.

A majority of the young people expressed a desire for both marriage and children. Female students were more likely than males to want to marry (87% vs. 76%) and to want to become parents (85% vs. 75%).

A final set of items in the survey questionnaire consisted of a number of attitude scales designed to measure students' attitudes towards, equality in the workplace and in the home; their ideas concerning differences between men and women; and their perceptions of what constitutes appropriate "male" and "female" roles and behavior in today's society.

The idea of equality in the workplace for men and women has been promoted in legislation and in educational programs for at least a decade. It is encouraging to note that a majority of P.E.I. high school students appear to support the idea of equal opportunity for men and women. There is still a core of resistance to the idea in specific areas of work, however, and most of the resistance comes from the male students. For example, 27% of males did not agree with a strict merit system in job appointment and promotion and 41% felt that there are many jobs in which men should be given preference. More than half of the males stated that some businesses and professions are not suitable for women and 17% of females agreed with this statement.

It is likely that negative attitudes towards equal employment opportunities for women may be tied in with stereotypical perceptions of

male and female personality differences. For example, 63% of males and 32% of females agreed that women become more excited than men in a crisis situation; 31% of males and 11% of females thought that men tended to be logical and rational while women were more emotional and intuitive; 23% of males and 8% of females believed that men have a more objective and detached view of things when making decisions; and 40% of males and 28% of females thought that women are more compassionate than men.

There was stronger support among the students for equality in the home than for equality in the workplace. The notion of "equal partners" in marriage was a popular one (81% of the males and 94% of the females supported it), but when translated into equal ownership of family property and sharing of housework and child care between working spouses, more than one-quarter of the male students resisted these aspects of equality.

Most students agreed that it was equally appropriate for the male or the female to take the initiative in dating, in establishing a relationship, and in intimate activity. Nevertheless, there were still 26% of students who thought the male should be the one to ask for a date and 55% who believed the male should propose marriage. Interestingly enough, more girls than boys felt that the male should "pop the question".

Overall, the survey responses indicate that strongly-held traditional beliefs of the nature of men and women, of how the sexes should behave, of what they should and should not be doing, of who should handle the reins, hold the purse strings, or take the initiative in relationships are all ideas that are

changing but that die hard. The Student Attitude Survey results reveal that, among high school youth in P.E.I., male students hold more strongly to traditional ideas than female students. It is most encouraging that a strong majority of young women today are able to see widening horizons for themselves in the matter of career choices. It is also clear that the task of educating young people to relinquish traditional stereotypes and ideas of what are appropriate roles and what is appropriate behavior for men and women continues to be a major one.

Recommendations:

The P.E.I. Advisory Council on the Status of Women recommends:

1. The Department of Education consider the findings of this study when developing its Five-Year Plan to meet the critical educational needs of young people.

2. The Government of P.E.I. consider the findings of this study when conducting their major study of vocational services offered in the province.

3. The Department of Education implement the recommendations of the Paquette Commission regarding women in educational administration; Numbers 90, 91, 92 and 93.

4. The Department of Education develop additional educational materials to promote expanded educational and occupational choices for girls.

5. The Department of Education ensure that the contributions of women to society and women's issues be integrated into a variety of courses.

6. The Department of Education review the role of guidance counsellors in our schools with a view to improving services to meet the needs of students.

7. The Family Life Education program be expanded to reach more students and, in particular, to encourage the participation of more boys.

8. The Department of Education make more information available to schools regarding labour force participation, occupational segregation and earning levels of men and women.

9. Schools be encouraged to establish committees to develop programs for students to facilitate discussion on the changing roles of men and women in today's society. Committees to be comprised of students, teachers and guidance counsellors.

10. The Department of Education conduct followup studies at the junior and senior high school levels on the effects of sex role stereotyping.

APPENDIX A:
SURVEY QUESTIONNAIRE

SURVEY OF STUDENT ATTITUDES
CONFIDENTIAL

Do not put your name on this.

Please check the boxes or fill in the blanks where appropriate

Office Coding Only

ID □□□□

BACKGROUND INFORMATION

1. 01

WHAT SCHOOL DO YOU GO TO?

- □ Bluefield High 01
- □ Charlottetown Rural High 02
- □ Colonel Gray Senior High 03
- □ Ecole Régionale Evangeline 04
- □ Grace Baptist Christian 05
- □ Kensington Senior High 06
- □ Kinkora Senior High 07
- □ Montague Senior High 08
- □ Morell Senior High 09
- □ Souris Regional High 10
- □ Three Oaks Senior High 11
- □ Westisle Composite High 12

02

2.

WHAT GRADE ARE YOU IN?

□ 10 01 □11 02 □12 03 03

3.

SEX:

□ Female 01 □ Male 02 04

4.
WITH WHOM DO YOU LIVE MOST OF THE TIME?
(Check only one)

☐ Mother/Female Guardian 01
☐ Father/Male Guardian 02
☐ Both Parents/Guardians 03
☐ Other (please specify) 04_____ 05

5.
HOW LONG HAVE YOU LIVED ON P.E.I.?

☐ 1-5 years 01
☐ 6 years or more 02 06

PARENTS' EDUCATION AND PARTICIPATION IN THE WORK FORCE.

6.
WHAT IS THE HIGHEST LEVEL OF EDUCATION YOUR MOTHER/FEMALE GUARDIAN HAS COMPLETED?
(Check only one)

☐ Elementary school 01
☐ Junior high school 02
☐ Senior high school 03
☐ Technical school/ 04 Community college
☐ University 05
☐ Unsure 06
☐ Other (please specify) 07
_____ 07

7.
WHAT IS YOUR MOTHER'S/FEMALE GUARDIAN'S EMPLOYMENT STATUS? (Check only one)

☐ 01 Employed: That is, working for wages, salary, or commission. (go to question 8)

☐ 02 Self-employed: that is working at her own business, farm, or professional practice. (go to question 8)

☐ 03 Employed on a seasonal basis: Not necessarily working at present time. (go to question 9)

☐ 04 Looking for work. (go to question 9)

☐ 05 Full-time homemaker. (go to question 11)

☐ 06 Other (for example, deceased, disabled, retired, etc.) (go to question 11)

08

8.
IN WHAT KIND OF PLACE DOES YOUR MOTHER/FEMALE GUARDIAN WORK? (For example, radio station or auto service station)

_____

9.
WHAT IS YOUR MOTHER'S/FEMALE GUARDIAN'S MAIN JOB OR OCCUPATION? (Whenever possible, please use at least two words to describe her job. For example, radio announcer or service station attendant.)

_____

10.

BRIEFLY DESCRIBE SOME ACTIVITIES INVOLVED IN HER WORK. (For example, pumping gas, checking oil, handling money, etc.)

_____ ☐☐☐☐
09

11.

WHAT IS THE HIGHEST LEVEL OF EDUCATION YOUR FATHER/MALE GUARDIAN HAS <u>COMPLETED?</u>
(Check <u>only</u> one)

☐ 01 Elementary school

☐ 02 Junior high school

☐ 03 Senior high school

☐ 04 Technical school/ Community college

☐ 05 University

☐ 06 Unsure

☐ 07 Other (please specify)

_____

10

12.

WHAT IS YOUR FATHER'S/MALE GUARDIAN'S EMPLOYMENT STATUS? (Check <u>only</u> one)

☐ 01 Employed: That is, working for wages, salary, or commission. (go to question 8)

☐ 02 Self-employed: that is working at his own business, farm, or professional practice. (go to question 8)

☐ 03 Employed on a seasonal basis: Not necessarily working at present time. (go to question 9)

☐ 04 Looking for work. (go to question 9)

☐ 05 Full-time homemaker. (go to question 11)

☐ 06 Other (for example, deceased, disabled, retired, etc.) (go to question 11)

11

13.
IN WHAT KIND OF PLACE DOES YOUR FATHER/MALE GUARDIAN WORK? (For example, radio station or auto service station)

_____

14.
WHAT IS YOUR FATHER'S/MALE GUARDIAN'S MAIN JOB OR OCCUPATION? (Whenever possible, please use at least two words to describe his job. For example, radio announcer or service station attendant.)

_____

15.
BRIEFLY DESCRIBE SOME ACTIVITIES INVOLVED IN HIS WORK. (For example, pumping gas, checking oil, handling money, etc.)

_____ ☐☐☐☐
12

PERSONAL EXPECTATIONS

16.
DO YOU WANT TO GET MARRIED?

☐ YES 01 ☐ NO 02 ☐ UNSURE 03

13

17.
DO YOU WANT TO BECOME A PARENT?

☐ YES 01 (go to question 18) ☐ NO 02 (go to question 19) ☐ UNSURE 03 (go to question 19) 14

18.
HOW MANY CHILDREN WOULD YOU LIKE TO PARENT?

☐ 1-3 01 ☐ 4-6 02 ☐ more than 6 03 15

19.
AFTER YOU HAVE COMPLETED YOUR EDUCATION/ TRAINING, DO YOU WANT TO STAY IN P.E.I. ON A PERMANENT BASIS?

☐ YES 01 ☐ NO 02 ☐ UNSURE 03 16

20.
DO YOU EXPECT TO FIND WORK IN YOUR CHOSEN OCCUPATION ON P.E.I.?

☐ YES 01 ☐ NO 02 ☐ UNSURE 03 17

HIGH SCHOOL COURSE SELECTION

21.

FROM THE LIST OF SUBJECTS BELOW, PLEASE CHECK ALL COURSES TAKEN IN GRADE TEN.

- ☐ Accounting 01
- ☐ Agriculture 02
- ☐ Algebra 03
- ☐ Art 04
- ☐ Biology 05
- ☐ Business 06
- ☐ Career Education 07
- ☐ Chemistry 08
- ☐ Computer Literacy 09
- ☐ Distributive Education 10
- ☐ Economics 11
- ☐ English 12
- ☐ Family Living 13
- ☐ French 14
- ☐ Geography 15
- ☐ Geometry 16
- ☐ German 17
- ☐ Guidance Classes 18
- ☐ Health 19
- ☐ History 20
- ☐ Home Economics 21
- ☐ Industrial Arts 22
- ☐ Latin 23
- ☐ Law 24
- ☐ Math (general) 25
- ☐ Math (practical/basic) 26
- ☐ Music 27
- ☐ Office Procedures 28
- ☐ Outdoor Education 29
- ☐ Physical Education 30
- ☐ Physical Science 31
- ☐ Physics 32
- ☐ Politics 33
- ☐ Psychology 34
- ☐ Record Keeping 35
- ☐ Science 36
- ☐ Shorthand 37
- ☐ Social Studies 38
- ☐ Typing 39
- ☐ Other (please specify) 40

GRADE TEN STUDENTS GO TO QUESTION 24

22.
FROM THE LIST OF SUBJECTS BELOW, PLEASE CHECK ALL COURSES TAKEN IN GRADE ELEVEN.

- ☐ Accounting 01
- ☐ Agriculture 02
- ☐ Algebra 03
- ☐ Art 04
- ☐ Biology 05
- ☐ Business 06
- ☐ Career Education 07
- ☐ Chemistry 08
- ☐ Computer Literacy 09
- ☐ Distributive Education 10
- ☐ Economics 11
- ☐ English 12
- ☐ Family Living 13
- ☐ French 14
- ☐ Geography 15
- ☐ Geometry 16
- ☐ German 17
- ☐ Guidance Classes 18
- ☐ Health 19
- ☐ History 20
- ☐ Home Economics 21
- ☐ Industrial Arts 22
- ☐ Latin 23
- ☐ Law 24
- ☐ Math (general) 25
- ☐ Math (practical/basic) 26
- ☐ Music 27
- ☐ Office Procedures 28
- ☐ Outdoor Education 29
- ☐ Physical Education 30
- ☐ Physical Science 31
- ☐ Physics 32
- ☐ Politics 33
- ☐ Psychology 34
- ☐ Record Keeping 35
- ☐ Science 36
- ☐ Shorthand 37
- ☐ Social Studies 38
- ☐ Typing 39
- ☐ Other (please specify) 40

ALL GRADE ELEVEN STUDENTS GO TO QUESTION 24

23.
FROM THE LIST OF SUBJECTS BELOW, PLEASE CHECK ALL COURSES TAKEN IN GRADE TWELVE.

- ☐ Accounting 01
- ☐ Agriculture 02
- ☐ Algebra 03
- ☐ Art 04
- ☐ Biology 05
- ☐ Business 06
- ☐ Career Education 07
- ☐ Chemistry 08
- ☐ Computer Literacy 09
- ☐ Distributive Education 10
- ☐ Economics 11
- ☐ English 12
- ☐ Family Living 13
- ☐ French 14
- ☐ Geography 15
- ☐ Geometry 16
- ☐ German 17
- ☐ Guidance Classes 18
- ☐ Health 19
- ☐ History 20
- ☐ Home Economics 21
- ☐ Industrial Arts 22
- ☐ Latin 23
- ☐ Law 24
- ☐ Math (general) 25
- ☐ Math (practical/basic) 26
- ☐ Music 27
- ☐ Office Procedures 28
- ☐ Outdoor Education 29
- ☐ Physical Education 30
- ☐ Physical Science 31
- ☐ Physics 32
- ☐ Politics 33
- ☐ Psychology 34
- ☐ Record Keeping 35
- ☐ Science 36
- ☐ Shorthand 37
- ☐ Social Studies 38
- ☐ Typing 39
- ☐ Other (please specify) 40 _____

ALL GRADE TWELVE STUDENTS GO TO QUESTION 24

24. HAVE YOU TAKEN ANY PRE- VOCATIONAL COURSES?

☐ Yes (go to question 25) 01 ☐ No (go to question 28) 02

25.

FROM THE LIST OF SUBJECTS BELOW, PLEASE CHECK ALL PRE-VOCATIONAL COURSES TAKEN IN GRADE TEN

- ☐ 01 Business Administration
- ☐ 02 Child Care
- ☐ 03 Construction
- ☐ 04 Cosmetology
- ☐ 05 Distributive Education
- ☐ 06 Drafting and Blueprint Reading Fundamentals
- ☐ 07 Electricity/Electronics Fundamentals
- ☐ 08 Machining Fundamentals
- ☐ 09 Micro Computer
- ☐ 10 Motor Vehicle Repair
- ☐ 11 Office Skills & Systems
- ☐ 12 Plumbing
- ☐ 13 Power Mechanics Fundamentals
- ☐ 14 Retailing
- ☐ 15 Sewing
- ☐ 16 Sheet Metal Fundamentals
- ☐ 17 Welding Fundamentals
- ☐ 18 Wood Working Fundamentals
- ☐ 19 Other (please specify) _____

22

GRADE TEN STUDENTS GO TO QUESTION 28

26.

FROM THE LIST OF SUBJECTS BELOW, PLEASE CHECK ALL PRE-VOCATIONAL COURSES TAKEN IN GRADE ELEVEN.

- ☐ 01 Business Administration
- ☐ 02 Child Care
- ☐ 03 Construction
- ☐ 04 Cosmetology
- ☐ 05 Distributive Education
- ☐ 06 Drafting and Blueprint Reading Fundamentals
- ☐ 07 Electricity/Electronics Fundamentals
- ☐ 08 Machining Fundamentals
- ☐ 09 Micro Computer
- ☐ 10 Motor Vehicle Repair
- ☐ 11 Office Skills & Systems
- ☐ 12 Plumbing
- ☐ 13 Power Mechanics Fundamentals
- ☐ 14 Retailing
- ☐ 15 Sewing
- ☐ 16 Sheet Metal Fundamentals
- ☐ 17 Welding Fundamentals
- ☐ 18 Wood Working Fundamentals
- ☐ 19 Other (please specify) _____

23

GRADE ELEVEN STUDENTS GO TO QUESTION 28

27.

FROM THE LIST OF SUBJECTS BELOW, PLEASE CHECK ALL PRE-VOCATIONAL COURSES TAKEN IN GRADE TWELVE.

- ☐ 01 Business Administration
- ☐ 02 Child Care
- ☐ 03 Construction
- ☐ 04 Cosmetology
- ☐ 05 Distributive Education
- ☐ 06 Drafting and Blueprint Reading Fundamentals
- ☐ 07 Electricity/Electronics Fundamentals
- ☐ 08 Machining Fundamentals
- ☐ 09 Micro Computer
- ☐ 10 Motor Vehicle Repair
- ☐ 11 Office Skills & Systems
- ☐ 12 Plumbing
- ☐ 13 Power Mechanics Fundamentals
- ☐ 14 Retailing
- ☐ 15 Sewing
- ☐ 16 Sheet Metal Fundamentals
- ☐ 17 Welding Fundamentals
- ☐ 18 Wood Working Fundamentals
- ☐ 19 Other (please specify) _____

24

28.

HAVE YOU TAKEN ANY VOCATIONAL COURSES?

- ☐ 01 YES (go to question 29)
- ☐ 02 NO (go to question 32)

25

29.

FROM THE LIST OF SUBJECTS BELOW, PLEASE CHECK ALL VOCATIONAL COURSES TAKEN IN GRADE TEN.

- ☐ Auto Body Repair 01
- ☐ Business-Clerk Typist 02
- ☐ Bricklaying 03
- ☐ Carpentry 04
- ☐ Child Care 05
- ☐ Clothing Construction 06
- ☐ Commercial Cooking 07
- ☐ Cooperative Work Study 08
- ☐ Cosmetology 09
- ☐ Drafting 10
- ☐ Electrical Wiring 11
- ☐ Electronics 12
- ☐ Farm Machinery Mechanics 13
- ☐ Fashion Designer 14
- ☐ General Machinist 15
- ☐ Leather 16
- ☐ Micro Computer 17
- ☐ Motor Vehicle Repair 18
- ☐ Plumbing 19
- ☐ Pottery 20
- ☐ Retailing 21
- ☐ Welder 22
- ☐ Other (please specify) 23

_____

26

GRADE TEN STUDENTS GO TO QUESTION 32

30.

FROM THE LIST OF SUBJECTS BELOW, PLEASE CHECK ALL VOCATIONAL COURSES TAKEN IN GRADE ELEVEN.

- ☐ Auto Body Repair 01
- ☐ Business-Clerk Typist 02
- ☐ Bricklaying 03
- ☐ Carpentry 04
- ☐ Child Care 05
- ☐ Clothing Construction 06
- ☐ Commercial Cooking 07
- ☐ Cooperative Work Study 08
- ☐ Cosmetology 09
- ☐ Drafting 10
- ☐ Electrical Wiring 11
- ☐ Electronics 12
- ☐ Farm Machinery Mechanics 13
- ☐ Fashion Designer 14
- ☐ General Machinist 15
- ☐ Leather 16
- ☐ Micro Computer 17
- ☐ Motor Vehicle Repair 18
- ☐ Plumbing 19
- ☐ Pottery 20
- ☐ Retailing 21
- ☐ Welder 22
- ☐ Other (please specify) 23

_____

27

GRADE ELEVEN STUDENTS GO TO QUESTION 32

31.

FROM THE LIST OF SUBJECTS BELOW, PLEASE CHECK ALL VOCATIONAL COURSES TAKEN IN GRADE TWELVE.

- ☐ Auto Body Repair 01
- ☐ Business-Clerk Typist 02
- ☐ Bricklaying 03
- ☐ Carpentry 04
- ☐ Child Care 05
- ☐ Clothing Construction 06
- ☐ Commercial Cooking 07
- ☐ Cooperative Work Study 08
- ☐ Cosmetology 09
- ☐ Drafting 10
- ☐ Electrical Wiring 11
- ☐ Electronics 12
- ☐ Farm Machinery Mechanics 13
- ☐ Fashion Designer 14
- ☐ General Machinist 15
- ☐ Leather 16
- ☐ Micro Computer 17
- ☐ Motor Vehicle Repair 18
- ☐ Plumbing 19
- ☐ Pottery 20
- ☐ Retailing 21
- ☐ Welder 22
- ☐ Other (please specify) 23

_____

SCHOOL GUIDANCE SERVICES

32.

WHAT IS THE MAJOR RESPONSIBILITY OF THE GUIDANCE COUNSELLOR(S) IN YOUR SCHOOL?
(check only one)

☐ To help students with personal problems. 01

☐ To help students choose courses and plan their careers. 02

☐ To teach. 03

☐ To identify learning problems and develop remedial programs. 04

☐ I don't know what the guidance counsellor's responsibilities are. 05

29

33.

SINCE ENTERING SENIOR HIGH SCHOOL, HAVE YOU EVER SEEN A GUIDANCE COUNSELLOR:

a) For help in choosing courses?

☐ Yes 01 ☐ No 02

If No, why not?

_____

30

b) For help in planning your career?

☐ Yes 01 ☐ No 02

If No, why not?

_____

31

c) For help in solving a personal problem?

☐ Yes 01 ☐ No 02

32

d) For help in identifying a learning problem?

☐ Yes 01 ☐ No 02

33

34.
HAVE YOU EVER DONE THE CHOICES CAREER PLANNING PROGRAM IN SELECTING AN OCCUPATION OR CAREER? (check only one)

☐ Yes (go to question 35) 01
☐ No (go to question 36) 02

34

35.
HOW HELPFUL DID YOU FIND THE CHOICES CAREER PLANNING PROGRAM IN SELECTING AN OCCUPATION OR CAREER? (check only one)

☐ Very helpful 01
☐ Helpful 02
☐ Not at all helpful 03

35

36.
AFTER HIGH SCHOOL, WHAT ARE YOUR IMMEDIATE PLANS? (check only one)

☐ To get a job. (go to question 40) 01
☐ To go to technical school/community college. 02 (go to question 37)
☐ To go to university. (go to question38) 03
☐ Unsure (go to question 42) 04
☐ Other (please specify)_____ 05 (go to question 42)

36

37.
WHAT PROGRAM DO YOU PLAN TO TAKE AT TECHNICAL SCHOOL OR COMMUNITY COLLEGE?

☐☐☐☐ 37

_____

(go to question 39)

38.
AT UNIVERSITY, WHAT WILL BE YOUR MAJOR AREA OF STUDY?

_____ □□□□
38

39.
WHAT ARE YOUR PLANS AFTER COMPLETING YOUR PROGRAM OR DEGREE? (check only one)

□ To get a job (go to question 40)
01

□ To study further. (go to question 40)
02

□ Unsure (go to question 42)
03

□ Other (please specify)_____ 39
04

40.
WHAT TYPE OF JOB WILL YOU BE LOOKING FOR? (whenever possible, please use at least two words to describe your choice of job or occupation. For example, radio announcer or service station attendant.)

_____ □□□□
40

41.
BRIEFLY DESCRIBE SOME OF THE ACTIVITIES YOU EXPECT TO BE DOING IN YOUR CHOSEN JOB OR OCCUPATION. (For example, pumping gas, checking oil, handling money.)

_____ 41

42.
HAVE YOU CONSIDERED ESTABLISHING YOUR OWN BUSINESS?

□ Yes □ No
01 02

If Yes, what type of business?_____ 42

43.
DO YOU THINK THAT YOU WILL BE ABLE TO ACHIEVE YOUR JOB OR CAREER PLANS?

☐ Yes 01 ☐ No 02

If No, why not? _____ 43

44.
WHAT DO YOU THINK YOU WILL BE DOING FIVE YEARS AFTER YOU LEAVE HIGH SCHOOL? (check only one)

☐ Working in the paid labour force. 01

☐ Working as a full-time homemaker. 02

☐ Still studying 03

☐ Unsure 04

☐ Other (please specify) 05
_____ 44

45.
HOW LONG DO YOU WANT TO WORK IN THE PAID LABOUR FORCE? (check only one)

☐ Less than 5 years 01

☐ 5 to 10 years 02

☐ 11 to 20 years 03

☐ More than 20 years 04

☐ I don't plan on working 05

45

INFLUENCES ON COURSE SELECTION AND CAREER PLANNING

46.
LISTED ARE SOME OF THE FACTORS THAT MAY HAVE INFLUENCED YOU WHEN YOU WERE CHOOSING COURSES. PLEASE CHECK THE ONES THAT INFLUENCED YOU THE MOST. (check no more than four).

- ☐ Ability 01
- ☐ Advertising 02
- ☐ Brother(s)/Sister(s) 03
- ☐ Career Day 04
- ☐ Choice of Career 05
- ☐ Easy Courses 06
- ☐ Father/Male Guardian 07
- ☐ Friends 08
- ☐ Guidance Counsellor(s) 09
- ☐ Marks 10
- ☐ Media (Books, TV, Movies) 11
- ☐ Mother/Female Guardian 12
- ☐ Personal Interest 13
- ☐ Schedule/Timetable 14
- ☐ Teacher(s) 15
- ☐ Other (please specify) 16

_____ 45

47.
LISTED ARE SOME OF THE FACTORS THAT MAY HAVE INFLUENCED YOU WHEN YOU WERE CHOOSING A JOB OR CAREER. PLEASE CHECK THE ONES THAT INFLUENCED YOU THE MOST. (check no more than four).

- ☐ Ability 01
- ☐ Advertising 02
- ☐ Brother(s)/Sister(s) 03
- ☐ Career Day 04
- ☐ Father/Male Guardian 05
- ☐ Friends 06
- ☐ Guidance Counsellor(s) 07
- ☐ Marks 08
- ☐ Media (Books, TV, Movies) 09
- ☐ Money 10
- ☐ Mother/Female Guardian 11
- ☐ Personal Interest 12
- ☐ Teacher(s) 13
- ☐ Other (please specify) 14

_____ 46

MEN AND WOMEN IN SOCIETY

EACH QUESTION IN THIS SECTION CONSISTS OF A PAIR OF STATEMENTS.

(1) PLEASE READ BOTH STATEMENTS.

(2) DECIDE WHICH OF THE STATEMENTS YOU AGREE WITH MORE.

(3) THEN DECIDE HOW MUCH YOU AGREE WITH THAT STATEMENT.
(That is, agree slightly, agree moderately, agree strongly.)

(4) CHECK THE APPROPRIATE BOX BELOW THE STATEMENT

CHECK ONLY ONE BOX FOR EACH QUESTION

48.

A		B
There should be a strict merit system in job appointment and promotion, without regard to sex.	or	In some cases, men should be given preference over women in job appointment and promotion.

CHECK ONLY ONE BOX

☐ 06 agree strongly	☐ 05 agree moderately	☐ 04 agree slightly	☐ 03 agree strongly	☐ 02 agree moderately	☐ 01 agree slightly

47

****

49.

A		B
When facing a crisis situation, women become more excitable than men.	or	It is not true that women become more excitable in a crisis situation.

CHECK ONLY ONE BOX

☐ 06 agree strongly	☐ 05 agree moderately	☐ 04 agree slightly	☐ 03 agree strongly	☐ 02 agree moderately	☐ 01 agree slightly

48

****

50.

A		B
The husband should be the head of the family.	or	The husband and wife should be equal partners in all respects.

CHECK ONLY ONE BOX

☐ 01	☐ 02	☐ 03	☐ 04	☐ 05	☐ 06
agree strongly	agree moderately	agree slightly	agree strongly	agree moderately	agree slightly

49

****

51.

It should be the man's prerogative to propose marriage.	or	A women should be as free as a man to propose marriage.

CHECK ONLY ONE BOX

☐ 01	☐ 02	☐ 03	☐ 04	☐ 05	☐ 06
agree strongly	agree moderately	agree slightly	agree strongly	agree moderately	agree slightly

50

****

52.

A		B
Some businesses and professions are not suitable for women.	or	Woman should have the opportunity to assume their place in all professions along with men.

CHECK ONLY ONE BOX

☐ 01	☐ 02	☐ 03	☐ 04	☐ 05	☐ 06
agree strongly	agree moderately	agree slightly	agree strongly	agree moderately	agree slightly

51

****

53.

A		B
A woman may, through subtle means, let a man know that she is interested in him, but must wait for him to make the first move in establishing a relationship.	or	If a woman is interested in a man, she should be able to make the first move in establishing a relationship.

CHECK ONLY ONE BOX

☐ 01	☐ 02	☐ 03	☐ 04	☐ 05	☐ 06
agree strongly	agree moderately	agree slightly	agree strongly	agree moderately	agree slightly

52

****

54.

A		B
Both women and men have equal ability to be compassionate and to soothe hurt feelings.	or	Compared to men, women are more able to be compassionate and to soothe hurt feelings.

CHECK ONLY ONE BOX

☐ 01	☐ 02	☐ 03	☐ 04	☐ 05	☐ 06
agree strongly	agree moderately	agree slightly	agree strongly	agree moderately	agree slightly

53

****

55.

A		B
It is not very important to me that I be considered a masculine man or feminine woman.	or	I would like to be considered a masculine man or feminine woman.

CHECK ONLY ONE BOX

☐ 01	☐ 02	☐ 03	☐ 04	☐ 05	☐ 06
agree strongly	agree moderately	agree slightly	agree strongly	agree moderately	agree slightly

54

****

56.

A		B
Women should be given equal opportunity with men for apprenticeships in the various trades.	or	Men should be given preference over women for apprenticeships in some trades.

CHECK ONLY ONE BOX

☐ 01	☐ 02	☐ 03	☐ 04	☐ 05	☐ 06
agree strongly	agree moderately	agree slightly	agree strongly	agree moderately	agree slightly

55

****

57.

A		B
Generally speaking, men are logical and rational while women are more emotional and intuitive.	or	Both men and women have equal potential to be logical, rational, emotional and intuitive.

CHECK ONLY ONE BOX

☐ 01	☐ 02	☐ 03	☐ 04	☐ 05	☐ 06
agree strongly	agree moderately	agree slightly	agree strongly	agree moderately	agree slightly

56

****

58.

A		B
Both work done in the home and work done outside the home should be given equal weight in deciding who owns family property.	or	Although one may take into account the value of work done in the home, wages buy property so the wage earner should be considered the owner of the family property.

CHECK ONLY ONE BOX

☐ 01	☐ 02	☐ 03	☐ 04	☐ 05	☐ 06
agree strongly	agree moderately	agree slightly	agree strongly	agree moderately	agree slightly

57

****

59.

A		B
In relationships, the initiative for intimate activity should come from the man.	or	In relationships, the woman as well as the man, should be able to initiate intimate activity.

CHECK ONLY ONE BOX

☐ 01 agree strongly	☐ 02 agree moderately	☐ 03 agree slightly	☐ 04 agree strongly	☐ 05 agree moderately	☐ 06 agree slightly

58

****

60.

A		B
I would feel uneasy doing something that is usually only done by the opposite sex.	or	I would not necessarily feel uneasy doing something usually done by the opposite sex.

CHECK ONLY ONE BOX

☐ 06 agree strongly	☐ 05 agree moderately	☐ 04 agree slightly	☐ 03 agree strongly	☐ 02 agree moderately	☐ 01 agree slightly

59

****

61.

A		B
The husband and wife ought to share equally in making financial decisions.	or	While the husband may wish to consult other family members, the final financial decisions are up to him.

CHECK ONLY ONE BOX

☐ 06 agree strongly	☐ 05 agree moderately	☐ 04 agree slightly	☐ 03 agree strongly	☐ 02 agree moderately	☐ 01 agree slightly

60

****

62.

A		B
There are many jobs in which men should be given preference over women in being hired or promoted.	or	Men should not be given preference over women in being hired or promoted.

CHECK ONLY ONE BOX

☐ 01	☐ 02	☐ 03	☐ 04	☐ 05	☐ 06
agree strongly	agree moderately	agree slightly	agree strongly	agree moderately	agree slightly

61

****

63.

A		B
I do not consider it very important that men be masculine and that women be feminine.	or	I consider it very important that men be masculine and that women be feminine.

CHECK ONLY ONE BOX

☐ 01	☐ 02	☐ 03	☐ 04	☐ 05	☐ 06
agree strongly	agree moderately	agree slightly	agree strongly	agree moderately	agree slightly

62

****

64.

A		B
When making decisions, men have a more objective and detached view of things while women rely more on their feelings and imagination.	or	When making decisions, both men and women have equal ability to use their feelings, their imagination, or their objectivity.

CHECK ONLY ONE BOX

☐ 01	☐ 02	☐ 03	☐ 04	☐ 05	☐ 06
agree strongly	agree moderately	agree slightly	agree strongly	agree moderately	agree slightly

63

****

65.

A		B
It is all right for a wife to work to contribute to the family income as long as she is able to cope with the housework and raising the children.	or	If a wife works to contribute to the family income, the husband ought to expect to share the child rearing and housework duties.

CHECK ONLY ONE BOX

☐ 01 agree strongly	☐ 02 agree moderately	☐ 03 agree slightly	☐ 04 agree strongly	☐ 05 agree moderately	☐ 06 agree slightly

64

****

66.

A		B
The initiative in dating should come from the man.	or	A woman has the same right as a man to take the initiative in dating.

CHECK ONLY ONE BOX

☐ 01 agree strongly	☐ 02 agree moderately	☐ 03 agree slightly	☐ 04 agree strongly	☐ 05 agree moderately	☐ 06 agree slightly

65

****

67.

A		B
It is important to me that my behavior be considered appropriate to my sex.	or	It is not very important to me that my behavior be considered appropriate to my sex.

CHECK ONLY ONE BOX

☐ 01 agree strongly	☐ 02 agree moderately	☐ 03 agree slightly	☐ 04 agree strongly	☐ 05 agree moderately	☐ 06 agree slightly

66

****

IF YOU HAVE ANY ADDITIONAL COMMENTS, PLEASE INCLUDE THEM BELOW

THANK YOU FOR YOUR CO-OPERATION IN COMPLETING THIS QUESTIONNAIRE.

APPENDIX B: P.E.I. HIGH SCHOOLS PARTICIPATING IN THE STUDENT ATTITUDE SURVEY

Westisle Composite High School
Kinkora Regional High School
Kensington Senior High School
Three Oaks Senior High School
Bluefield Senior High School
Colonel Gray Senior High School
Charlottetown Rural High School
Morell Senior High School
Montague Senior High School
Souris Regional High School
Ecole Régionale Evangeline
Grace Christian School

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